

Blackpool: Sir Keith's first public outing

Sir Keith Joseph's reply to the education debate at the Conservative conference (page 5) was no more than the first, exploratory skirmish of a new minister. But he said enough to indicate where his predispositions lie. He brushed off complaints about the cuts with the standard observation that the resources have not fallen nearly as fast as pupil numbers; but he also reached down into his ideological knapsack to explain, once again, that there is no direct connection between standards and global budgets. This piece of impeccable theory is fine at this stage when he can disclaim any detailed knowledge. But he is supposed already to have read the HMI's survey on the effect of the cuts. The evidence is quite clear that in a lot of places the quality of the education is suffering because of cuts in the available resources. Sir Keith's theoretical profundities may go down all right with the troops in Blackpool; they won't cut any ice at all with the teachers or the local authorities.

All this is another way of saying that it is going to be interesting to see how Sir Keith's self-conscious, Conservative philosophy actually impinges on policy. Mr Mark Carlisle was a Tory pragmatist who took things as he found them. Sir Keith has the urge to make them conform more nearly to his ideology. His remarks about the equal legitimacy of public and private education did no more than restate what has been the law of the land



Sir Keith brushed off complaints

ever since a public education system came into being. His radicalism, however, forced him to go beyond this and make some tentative passes in the direction of vouchers. But even as he did so, he stilled the cheers of the party faithful by acknowledging that it was likely to prove a dead end for him as it has for other enthusiasts faced by the realities of administration, finance and the powerful interests behind the status quo.

If Blackpool is to be any guide, Sir Keith is going to live up to his reputation for anguished self-doubt. The conference was in a tetchy mood, amending the chosen motion and demonstrating the permanent groundswell of backwoods hostility to the comprehensive school. Sir Keith obviously shared this but knew it was really too late to job backwards. All he could offer instead was a chastened ambivalence, based on the tepid recognition of the need to make the best of a bad job.

Malaysia's counter-attack

When Mrs Thatcher's Government decided to charge overseas students the full cost of their higher education in Britain, it meant doubling the fees at a time when the pound was rising.

The protests of the universities were, to some extent, devalued because their devotion to the cause of internationalism was not wholly without self-interest: the cut in foreign students' subsidised education is a direct threat to British university finances - it probably accounts for about a third of the reduction in universities' income over the next two years. As for the foreigners themselves, the Government confidently assumed that they could rely on innate British xenophobia to outweigh the protests of the overseas aid lobby, especially as a good proportion of the foreigners come from the developed world or the oil-rich areas of the Middle East.

The only arguments against the sudden increase, based on the kind of self-interest Mrs Thatcher might understand, relate to the



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possible effect on overseas trade, and these though often urged, can only be speculative and uncertain: who can say whether the experience of living and studying as a visitor in a Western country makes a foreign student better or worse disposed towards his hosts when he returns?

Much less speculative, however, is the crisis which now looms over British trade with Malaysia. It seems that the Malaysian prime minister, Dr Mahathir - the first to hold office who had not been educated in Britain - is a man of no less strong opinions than his British opposite number. All future purchases of British goods by Malaysian public authorities now have to be checked by his office and there are strong suggestions that he intends to discriminate against British suppliers. A substantial proportion of the £223.5 million of British exports to Malaysia is now at risk.

According to an article in *The Times* Business News section on Tuesday, "the withdrawal of concessions to foreign students at British universities" is the "first, and probably most important" reason for the breakdown in hitherto good relations between Britain and Malaysia. The row has now spread to take in arguments about London stock exchange dealings by Malaysian companies, and a second-hand aircraft deal. It looks as if we are about to see the first, expensive direct consequence of the fee policy. At least Sir Keith cannot say no warning was given.

No doubt it will suit the Government to play down the importance of the sudden fracture of long-standing educational links in what may well turn out to be an extremely expensive breach with Malaysia. But people who cut off their noses to spite their faces are always more inclined to attribute their misfortunes to bad luck than to misconceived plastic surgery.

Battening down the hatches

Sounding out the Universities Central Council on Admissions this week brought the first indications of what the university cuts have meant so far for this year's new entrants (see page 6).

A drop of 4,000 in the total student entry would mean that the number is down from 84,700 last year to about 80,000 this year.

	UCCA Acceptances	overseas	Total
1979	76,631	5,767	82,398
1980	78,939	5,756	84,695
1981	say 76,000*	say 4,000*	80,000*

*TES guessimate **Implication of drop in UCCA clearing



About 4,000 fewer new entrants

The drop in the number of home students, which could be of the order of 2,500 to 3,000, year olds increased by some 15,000. To have kept the ratio of places to the total 18 year old population, it would have been necessary to have admitted about 1,300 more home students, not 2,500 to 3,000 less.

It looks as if when the figure for the university age-participation rate is calculated - that is, entrants aged 21 and under as a percentage of the 18-year-old age-group - it could drop this year from about 7.9 to about 7.5.

At least as big a reduction in the numbers admitted must be expected next year - the year when the 18-year-old age-group rises by another 20,000 to a peak of 941,000. A drop of 4,000 in the number of home students admitted next year would bring APR down below 7 per cent.

	18 year olds	home entrants	APR
1979	879,000	69,700	7.9
1980	906,000	71,800	7.9
1981	921,000	say 68,800*	7.5*
1982	941,000	say 64,800*	6.9*

*TES guessimate

Putting a price ticket on a don's tenure

The universities reckon that over the next two years they are going to be obliged to make cuts which add up altogether to some 12-15 per cent - the precise sum is dependent on just how deeply the reduction in the number of overseas students cuts into their resources.

According to their best guesses, this will imply a reduction in staffing of around 6,000, of whom as many as 3,000 may have to be made redundant against their will. At a recent meeting in London, the vice-chancellors decided to go ahead and devise their own redundancy scheme without waiting either for a spate of local test cases, nor yet for some new Government initiative on how redundancy should be financed.

The whole question of who has and who has not tenure is complicated and there are few answers which can be generalised even in a single university, let alone across 45.

So the VCs have chosen to approach the matter from a different angle: what compensation is reasonable for a group of people, who whatever their exact chartered rights, have always supposed themselves to have - and been supposed by others to have - the same sort of security of employment as civil servants?

They are now mulling over sections of the Civil Service Department's regulations, analysing the entitlements of mobile and non-mobile civil servants "retired in the public interest", including those discharged on grounds of redundancy and "on structural grounds".

The following quotation from one section may be of fairly direct relevance to the redundancy of dons - or other teachers, for that matter.

"A non-mobile civil servant retired on redundancy or for inefficiency will receive the same superannuation benefits... as if he had retired voluntarily. That is, he will be eligible for a preserved pension and lump sum if he has five years or more of qualifying service."

"In addition to these superannuation benefits a non-mobile civil servant... may... be paid a compensation payment calculated as follows:

- Two weeks' pensionable pay for each of the first five years of reckonable service; plus
- Three weeks' pensionable pay for each of the next five years of reckonable service; plus
- Four weeks' pensionable pay for each year of reckonable service after the first ten years; plus
- Two weeks' pensionable pay for each year of reckonable service after the fortieth birthday; up to a maximum of two years' pensionable pay."

Of course, nothing would have pleased the VCs more than to have been able to present the Government with proposals which were identical with those the Civil Service Department has laid down. But because of differences between the Civil Service pension arrangements and those of the university teachers this isn't possible.

So, at various points, they have to calculate a different, but equivalent, mix of benefits, judged to add up to compensation no more

and no less favourable. When they have adopted such a scheme, it will still be for universities to decide what to do about it. If the Government have any sense, they will endorse an orderly scheme of this kind and authorize the UGC to fund it. But it will still be open to individuals to take their employers to court in the attempt to secure the six-figure sums which some senior (but, apparently, otherwise unemployed) dons may, on some legal interpretations, be entitled to. A good deal of lengthy litigation seems inevitable, and because the circumstances in every case will be different, there is little prospect of everything being cleared up by a few clear-cut test cases.

On the side of the angels

When the Youth Service Review Group was set up last January under the chairmanship of Mr Alan Thompson, it was not greeted with universal acclaim in the youth business. In the first place it was bitterly disappointing to many people that the scope and breadth of the review did not seem nearly as wide as they thought they had been promised at the time that Trevor Skeet's Youth and Community Work collapsed so ignominiously in the House of Commons last year. There had been talk of a comprehensive inquiry into the needs of teenagers, and how they were being met by the Government departments and agencies concerned. It was also held to be important to fill in the gaps in the 1944 Education Act and the statutory provision for youth services, which the lost Youth Bill had been designed to do.

This week's interim statement was designed to counter some of the misgivings that have become evident, especially on the voluntary side, and to end some of the speculation about the stance of the group. Whose side will it be on? Will it be swayed by local authority representatives who don't want change, or will it start from the needs of young people?



Alan Thompson with youth workers

The interim statement may not soothe all fears or answer all questions, particularly such a prickly field as youth, but it ought at least to get the message across that the Thompson group is on the side of the angels. It means to take a broad and penetrating look at the position of young people in society. Mr Thompson and his team have no intention of being curbed by a remit that looks only at the existing youth service, without reference to a wider context. The final report is likely to begin with an analysis of present-day society, and what it does to young people in terms of what it offers; only then will it go on to consider what the youth services can do to supplement other services.

It is not imagined that one universal standard could be invented to look after all the aspects of young people's needs, and certainly Thompson himself sees the youth service as flexed on one side by partners in the social and care services, and on the other by employment and training. While only too well aware that the group is tackling one of the major issues of our time, they also accept the rather more technical demand that a statutory basis for the youth service must be drafted as a matter of urgency.

Meanwhile, visits around the country to look at the youth service in action are already revealing the same sort of paralysing inequalities in provision that the HMIs found in their cuts survey.

No Comment

"Mr. O, once a 'moderately successful' solicitor, lived way beyond his means and got hopelessly in debt, it was stated. His marriage broke up and he was reduced to working part time for the last London Education Authority," from the Daily Telegraph (October 10).

Union leaders to press for 12% pay rise

by Richard Garner

Teachers' leaders this week pledged their support for a pay claim this winter which would keep them abreast of inflation - currently running at about 12 per cent.

If they succeeded in getting a 12 per cent deal during negotiations, it would give those on the lowest pay scales an extra £558 a year (or just over £10 a week) to bring their salaries to £2,511, while the highest paid head teachers would receive an extra £2,354 to bring their salaries to £21,971 a year. Those on the average salary (traditionally considered to be the maximum of scale two) would receive an extra £985 a year bringing their pay to £9,193.

Union leaders representing three and a half million local government workers met on Monday in the TUC's local government committee and hammered out an agreement that they would all seek rises to keep them abreast of the cost of living and cuts in their working hours.

The first group to challenge the government's 4 per cent cash limit advance for wages to local authorities will be the local authority manual workers who lodged their claim for a 12 per cent pay increase on Tuesday with their employers.

Local authority leaders have already given a warning that teachers and other employees cannot expect more than the 4 per cent cash limits offer because of the financial crisis they face. If they stick to this, it would give the average teacher an extra £238 a year (£6 a week) and a salary of £8,536, while those on the

bottom of the pay rung would receive only £186 extra (£3 a week) and a salary of £4,839 a year.

Leaders of the two biggest teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, have agreed they will seek to submit their claim to the local authorities by December.

Normally, they would wait until the New Year, but the idea is that their pay claim should already be in the arena if talks with the local authority manual workers break down. A meeting of the teachers' panel of the Butnham committee, which negotiates pay, is likely to be held in November to consider the pay claim.

By agreeing to this strategy, the teachers have virtually abandoned any hope that the findings of a working party currently reviewing the whole of the teachers' pay structure can be considered during the 1982 pay negotiations. Employers have already warned it would be difficult to conclude the review by then. However, Mr Doug McAvoy, deputy general secretary of the NUT, said he hoped some aspects of its conclusions might be ready for negotiation in the 1982 pay round.

Monday's meeting also agreed to set up a coordinating committee with one representative of each of the local government unions on it. This will meet next Monday when it will plan a broadsheet outlining the union's case for opposing the government's pay strategy.

Community college pioneers issue reprieve on closures

by Sarah Bayliss

A county which pioneered community colleges is to re-think an emergency cut which would have shut all schools and colleges at weekends and on Friday evenings for the next six months.

The plan, which was to have immediate effect, was temporarily shelved at a meeting of Cambridgeshire's education committee this week after intense lobbying by the schools, local people and sports organizations.

The closures, intended to save fuel and overtime costs, were strongly opposed by Liberal councillors particularly Mr John Brackenbury, retired head of Impington Village College.

Mr Brackenbury quoted the articles of government for Cambridgeshire schools which say that in letting premises "the governors should have regard to the authority's policy to encourage the outside use of school premises by the community."

Earlier this week Mr Lawrence Lowings, warden of the Arthur Melbourn Village College near Peterborough told *The TES* that several

youth groups, girl guides, boy scouts, clubs for badminton, gymnastics and football met at his school over the weekend. Any reduction in opening hours would seriously affect young people.

The education committee also deferred a 20 per cent cut in capitation over the next six months but approved a list of other cuts which have already been sent out to schools.

This list states that supply teachers should not be employed without approval from senior officials; fuel costs should be cut; spending on staff training, and furniture, must stop immediately and there must be further economies in postage and cleaning.

In a letter to all heads and college principals, Mr Geoffrey Morris, chief education officer, spells out the pressure on Cambridgeshire to keep within its cash limits.

It stands to lose £6.3m in rate support grant this year because it is £305,000 above its so-called grant related expenditure. It has also been deprived by central government of £2m intended for inflation proofing.

Church schools offer power sacrifice

A group of church school heads is calling for some of their powers to be taken from them and vested in the diocesan boards of education.

In a statement published today, 20 London heads of Church of England secondary schools say they would like to see Church approval of their idea by next May and a change in the law by 1983 to make it effective.

The statement comes after a weekend retreat in June, attended by the heads at Allington Castle, near Maidstone, a Roman Catholic retreat centre. They also published today a restatement on the distinctive character of church schools and their relationship with neighbouring county schools.

Mr John Gwinnell, head of St Edward's, Romford, one of the signatories, said their proposals to limit the independence enjoyed by church schools stemmed from the way so many had diversified.

"Church schools have an extraordinary degree of autonomy. Surrendering some of it is probably in their best interests in the long term. Many have become separatist, some elitist, others are following paths which

Mixed start for places aid scheme

The Government's assisted places scheme to pay for bright but poor children to attend fee-paying independent schools has had a mixed start.

A total of 5,302 places were made available in its first year, but the 229 schools involved offered only 4,746 and 4,056 were finally accepted.

The attitude of some local education authorities who refused to allow their sixth-forms to go to fee-paying schools, and thus deplete their own sixth-forms, was one of the main factors. A survey published today by the independent schools shows that only 432 out of 960 sixth-form places offered were taken up, although the figure might reach 500.

Sixty of the schools reported that the attitude of the local authority was hostile. But despite the difficulties, Lady Johnston, chairman of the assisted places committee of the Independent Schools Joint Council, was pleased at the scheme's first year.

According to the schools, nearly one in three of the children who gained a place was from a family whose total income was less than £5,000 a year. The largest amount of assistance went to vicars and clergymen; 32 schools mentioned that help was being given to ministers of religion with a personal income of under £5,000.

Other occupations mentioned more than once included bus, taxi and lorry drivers, farmers, shop assistants and postal workers. About 100 schools mentioned that single parent families were benefiting, while 44 schools mentioned an unemployed father.

Lady Johnston said: "We are very encouraged by the success of the scheme in its first year in helping families to send their children to independent schools who could not otherwise have afforded it."

The survey by the Independent Schools Information Service shows that more than half of the assisted places went to families where the income was less than £7,000 a year. Another 1,056 places went to parents with income between £7,000-£8,999 and a further 444 to parents in the £9,000-£10,000 bracket.

There were 38 parents with income more than £11,000 whose children got places under the scheme. Total cost of the scheme to the Government in its first academic year will be £6 million.

● The scheme is attracting children from poorer homes, according to statistics compiled by one independent school in the Midlands.

Twelve of the 40 boys taken on by Wolverhampton Grammar School are receiving the full 100 per cent of their fees paid because of their parents' low incomes and a further eight are receiving between 90 and 100 per cent. Mr Patrick Hutton, the school's headmaster, said this week.

The intake includes 10 pupils from one-parent families, eight whose fathers are unemployed and who included a former metal worker, porter and fitter, and only two families with an income of more than £6,000 a year.



Youngsters from Elliott Durham school, Nottingham, queue to register their vote in a poll to choose two of their classmates who will be able to sit in as observers on the school's governing body in future. The new

Labour-controlled county council has ruled that every comprehensive school in the county can have two pupil observers aged over 15 who are allowed to make comments but not vote on governing bodies.

'War Game' launches nuclear debate in Manchester schools

Manchester city council which declared itself a nuclear free zone a year ago, has approved measures to encourage the nuclear debate in schools.

A first step will be to show a preview of the film *The War Game* to teachers who are considering using it in the classroom. The film depicts the aftermath of a nuclear attack and was banned by the BBC.

The council which has refused to spend money on defence against nuclear warfare by declaring itself a nuclear free zone, received a report by Dr David Jones, Manchester's senior assistant education officer for schools.

The report says that nuclear weapons will be a major political issue for years to come and that "there is a powerful case for ensuring that young people are in a position to make informed judgments in the matter."

It concludes that schools should be encouraged to have a "balanced discussion" on the nuclear question in the curriculum of senior pupils. It also proposes that the authority builds up a catalogue of resources - books, films and speakers - with comments on their suitability from schools which have already used them.

Dr Jones said this week there was no compulsion on head teachers to tackle the subject; the authority was offering encouragement and the use of resources at its urban studies centre, for example.

The report and the council's decisions will be submitted to a conference on nuclear disarmament being held in Manchester on October 21.

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Platform

Henry Macintosh evaluates progress towards a common examining system

16-plus: naught for comfort

Work towards a common system of examining at 16-plus has just reached a crucial stage with the distribution in mid-September of the draft reports of the first four National Criteria subject working parties (English, French, History and Physics). These working parties were set up by the GCE and CSE Boards' Joint Council for 16-plus National Criteria - the examining boards having been given by the DES the task of preparing the draft national criteria. A further 15 draft reports will be circulated in January 1982.

These distributions will provide teachers and indeed all interested parties with their first and probably their only real opportunity to comment on proposals which will inevitably play a key role in determining the examined curriculum at 16-plus for the last decade of this century and beyond. The time scale allowed for comment is, moreover, extremely restricted and the consultative processes have to be completed by mid-December 1981 for the first four reports and by mid-April 1982 for the remainder.

It would seem, therefore, an appropriate time to try to provide on a personal level an interim evaluation of the work to date. It is usual when looking at the present dual system of CSE and GCE O level to concentrate upon its deficiencies and in particular upon its divisiveness and upon the administrative burdens which its operation places upon schools. What are not so often emphasized are its good features.

It is worth reminding ourselves, therefore, that in 1981 we have an examination system at 16-plus which can respond relatively quickly to curriculum change and development at both national and local level. It is, moreover, a system which can make appropriate provision for an extremely wide ability range and hence encompass a diversity of school examination entry policies. Finally, although this is more patchy and more characteristic in general of the CSE rather than the GCE sector, it is a system which has encouraged more than most a direct involvement by classroom teachers in the assessment of their own students and hence fostered a more open debate than is usual upon the issues involved in large scale achievement testing.

For our interim evaluation, therefore, we might ask two questions. First, what evidence is there to suggest that the capacity of the present system to respond to curriculum change, to accommodate widely differing school examination entry policies and to permit direct and extensive teacher involvement will be maintained in the new? Secondly, what evidence is there to suggest that the new system will reduce the divisiveness and administrative load of the old?

I have to say that my answer to both these questions at the present time would be "very little". The remainder of this article will attempt to justify this pessimistic conclusion and to suggest that we are currently at a watershed as far as the whole future of public examinations at 16-plus is concerned.

The first and most significant point to appreciate is that we are engaged in reforming the examination system at 16-plus without giving any serious thought to the kind of curriculum which a new system will be called upon to assess - the curriculum of the 1990s and beyond. Central to this state of affairs is the decision by the government (perfectly rational on economic and administrative grounds) to hand over the arrangements for reform of the system to those least interested in achieving it - the existing examining boards.



One step forward
one step back

This would have mattered less if a new and integrated administrative structure had been created for the operation of the new system. Unfortunately, the proposals of the present government have left all the existing boards as independent units within a five group federal structure and in so doing have given all concerned a potential power of veto.

In such circumstances, issues tend to be debated in polarized terms and decisions have a habit of going in favour of the strong and well-established. Such a system, quite apart from making no administrative sense whatsoever, renders it unlikely in the extreme that any serious consideration will take place of future curriculum needs and their implications for assessment (drastic in practice for the current public examination model). The resulting mismatch between what the boards offer and what schools need could well be massive.

In any critical appraisal of the flexibility of a new system of examining at 16-plus two factors are of paramount importance. First, the degree to which the examination provision matches actual school entry patterns rather than any laid down target group. Secondly, the extent to which any process of regular curriculum review and renewal is built into the system.

What evidence is there to date on these two points? Rather than engage in further generalizations, this question will be looked at in relation to three specific topics: first, national criteria; second, Mode 3; and third, national curriculum projects.

Any discussion of national criteria ought to begin by asking what they are and what is their purpose? In February 1980, the Secretary of State in unveiling the Conservative government's proposals for 16-plus stated that national criteria must be established for syllabuses and assessment procedures so as to ensure that all had sufficient content in common and that all boards applied the same performance standards to the award of grades.

This statement stresses two things: reliability and a subject-based curriculum. One has to ask whether criteria, even if well designed, based upon two twin considerations, can contribute much to the future curriculum needs of schools.

The examining boards do not, of course, have the final say in respect of the national criteria whether general or subject specific. The consultative process have finally to be approved by the DES on behalf of the government in the autumn of 1982. To help in coming to its decision, the DES will receive advice from the Schools Council, Her Majesty's Inspectorate, and the local

authorities (the latter are becoming an increasingly important factor in the public examining field). These three bodies, particularly HMI, are much more likely to show concern for the curriculum implications of the criteria than the examining boards. Under these circumstances one ought, perhaps, to be able to take a more optimistic view about the impact of criteria than has been the case so far in this article.

Three important factors must, however, temper any such optimism. First, the quality of any comments must be directly related to the quality of what is being commented upon and this in curriculum terms is very high. Secondly, subsequent syllabus development based upon the agreed criteria lies with the 16-plus examining groups. These, it needs to be stressed, again consist of independent GCE and CSE boards all with potential powers of veto over syllabuses and assessment procedures if they believe them to be inappropriate to the needs of those students for whom they currently cater. Thirdly, it is as yet unclear to what extent if any the government wishes to use criteria as a vehicle for curriculum control.

The omens for the future of both Mode 3 and national curriculum projects - the principal flag carriers of curriculum change in the present system at local and national level - are also far from rosy. Mode 3 like Mode 1 (these terms may well mean of course be used in the new system) will have to conform to subject-specific criteria where relevant and to general criteria as yet unknown. Even if the criteria themselves do not limit or constrain, the ways in which they are applied may well have similar effects.

In some respects the future prospects for national curriculum projects remain even more worrying. The one GCE board operates a project admirably and it is a pity that it has scale by the CSE boards. Unfortunately, at the present time the likelihood of such arrangements being adopted for 16-plus seems remote, although the chairman and secretary of the Joint Council have recently met representatives of current national projects. Whatever the outcome of such a meeting it is absolutely essential to adopt a flexible approach to both Mode 3 and to be as responsive as the old to curriculum change and renewal.

Although no irrevocable decisions have yet been taken upon national criteria or upon Mode 3 or upon national projects the trends all seem to be moving in one direction and suggest to the writer at least that we could well create a new system of examining at 16-plus which will:

- be designed for a more limited population than the present dual system with the result that divisiveness will continue. This time, however, the division will not be between GCE and CSE but between those who can sensibly enter for the new 16-plus and those who cannot;
- be primarily concerned with an outdated curriculum model and be less responsive than the present system to curriculum change;
- use assessment techniques selected primarily for their economy of operation and not their suitability;
- be more "external" and closed in its operating principles in that teachers will act primarily as hired hands and not as an integral part of the decision making process.

Moreover, the proposal federal nature of the administration if faithfully carried out by the new examining groups is unlikely to achieve the streamlining of administrative procedures which a new system ought to make possible.

Decisions have, of course, yet to be taken on such matters as a common national timetable, a common national fee structure and a common national date for the issue of results, and agreement on these could achieve significant administrative benefits as well as making freedom of choice a realistic possibility. For maximum administrative benefit five federations are not, however, the answer and the capacity for national agreement on administrative issues must be limited as a result of such structures.

The majority of people in this country may, of course, want such a system at 16-plus but if they do then it should be as a result of positive decisions following an open debate on the issues involved. The time for that debate is now while the national criteria are still open for discussion and it will not recur. If such a debate does not take place then there is a real likelihood that the examining system established will not match the future needs of comprehensive schools and that the extent of this mismatch will progressively widen.

In such circumstances public examinations at the terminal school leaving age are unlikely to survive. Such examinations are in any case an obsession which we share with fewer developed countries as each year passes. Their disappearance or retention ought, however, to come about as a result of deliberate choice in society in general and for pupils, parents and teachers in particular and not as a result of mismanagement or disaster.

Henry Macintosh is secretary of the Southern Regional Exam Board for the CSE.

L.e.a.s. block PAT

by Richard Garner

Local education authorities are taking a cautious line over a move to the Professional Association. Teachers to seek independent representation on the body which discusses teachers' hours and conditions of service.

The union, whose members pledge never to go on strike, made the request after the teachers' panel of the Council of Local Education Authorities' school-leavers committee refused to allow a PAT representative to sit on it.

Leaders of the local education authorities discussed the request at a lengthy meeting last week - but put off a decision until their next meeting at the end of the month. Several authorities were understood to be reluctant to intervene in a dispute between the teachers' organizations.

Meanwhile, PAT has asked Sir John Wordie, the independent chairman of the Burnham committee, which negotiates teachers' pay, to investigate the refusal by its teachers' panel to allow the union to sit on a special working party set up to review the teachers' pay structure.

The move was agreed in spite of the fact that only the National Union of Teachers, which has an inbuilt majority on the panel, voted in favour of it. Sir John has agreed to look into it. PAT believes it should be given automatic representation on both bodies since it was granted a seat on the Burnham committee by Mr Mark Carlisle, the then Education Secretary.

Failed job seekers primary trained

Three out of four teachers who qualified last year in non-university institutions failed to get a job last year trained for primary or middle school work.

Most unsuccessful job seekers at secondary level were those who specialized in English and drama followed by art and physical education. Among newly-qualified from institutions who were still unemployed by the end of October women were more than twice as many as men to insist they could not seek work away from home.

Graduates qualifying from university departments of education had the highest success rate at finding jobs with 77 per cent compared with only 65 per cent among those with a Certificate in Education. The previous year's figures were 80 per cent and 67 per cent respectively.

About six per cent of leavers with the postgraduate certificate in education and 8 per cent of those qualifying through a BED or the certificate got jobs outside teaching. Of these about half said they were not looking for a teaching job.

BED ordinary graduates fared better at finding jobs in schools than BED honours graduates. Numbers of each still unemployed by the end of October but looking for a teaching post were 13 per cent and 15 per cent respectively.

Among PGCE holders only 5 per cent from universities were still searching in mid-autumn term for a teaching job compared with 12 per cent of those who had qualified in polytechnics.

The total number of teachers qualifying from all types of university training institution including further education teacher training centres in 1980 was 15,952. Of these 1,876 were unemployed and still trying to get a teaching job at the end of October while 9,354 had obtained either a job firm promise of a UK institution.

DES Statistical bulletin, 1381. Employment of new teachers

Heated education debate tones down commitment to comprehensives

Sir Keith sees no hope of more cash

Conservatives must make the best of the comprehensive system, Sir Keith Joseph, the Education Secretary, told his audience in the education debate on Tuesday. He called for greater emphasis on the needs of the non-academic.

He was responding in sombre mood to an unusually heated debate, in which pro-comprehensive speeches brought cries of "shame" and calls for a return to selection won cheers and loud applause. The motion, which "reaffirmed" the party's commitment to comprehensives, had to be amended to a commitment to "all good schools, especially comprehensives" in order to be passed.

Sir Keith also held out no hope of more money for schools in spite of outspoken criticism of the spending cuts, notably from Sir William van Straubenzee, junior education minister in the last Conservative government.

Sir William warned the new Education Secretary that some of the cuts already made had not just cut through fat but had threatened bone and he pleaded: "Don't push us too far." Many in the Tory Party were not just slaves to a theory but served a compassionate party he said.

But Sir Keith reminded his audience that resources were declining more slowly than the fall in pupil numbers, although he admitted there were "backward adjustments" to be made.

The Government had the difficult duty of holding the balance between public spending and the interests of the trading base that financed it, he explained. Each public service was claiming that it alone needed to be protected.

More money did not mean higher standards, nor did a small decrease necessarily mean lower standards. It was the quality of teachers that mattered.

On comprehensive reorganization, he admitted sadly that he wished it

had gone less fast. "We might then have realized that the only way to make non-selective schools work... would have been to keep the schools small so that teachers and children knew one another to give them the right amount of skilled staff."

"That would have been much more costly, and so we would therefore have had to go much more slowly - but we would have lost fewer good schools."

He suggested that a shift in the 14-16 curriculum towards a more pre-vocational approach might make some of pupils' boredom vanish and with it truancy and disruption.

Act, which would enable parents to make intelligent use of the wider choice available. The state should not be the only provider of schools, Sir Keith said. The right of parents to pay for education - even with sacrifice - and the existence of independent schools were twin parts of a freer society.

In addition, he personally was intellectually attracted by the idea of education vouchers. But the difficulties had still to be studied.

Mr Demetri Argyropoulos, chairman of the Conservative National Advisory Committee for Education, had opened his debate by moving the motion calling on the Government, local education authorities and governing bodies to ensure that schools were "staffed, resourced and organized in such a way as to provide a curriculum adequate to the needs of the rapidly changing world young people face when they leave school".

He said the Conservative Party must make it clear that it cared passionately for the future of the great majority of children in state comprehensive schools. He attacked the way the Government was cutting local authority funds. It penalized the thrifty and spendthrift alike, and related the cut to an "arbitrary historic benchmark".



Education double: Rhodes Boyson and Sir Keith Joseph at Blackpool

Teacher is dismissed

Birmingham maths teacher Bridget Parsons has been dismissed from her job following a six-month prison sentence imposed on her after being found guilty of luring a male at a police convey during riots in the city suburb of Handsworth earlier this month.

The decision - taken at a three-hour disciplinary hearing last week - means that the education department rejected her plea that her activities outside schools had no effect on her teaching in the classroom.

Miss Parsons, who is aged 32, was brought under escort from Drake Hall open prison in Staffordshire at a cost of £57 to the education department for the hearing. She is now planning to appeal against the decision.

Training tax plan

by Mark Jackson

A remissible tax on employers to pay for training, similar to the system operated in France, is being considered by Mr Norman Tebbit, Secretary of State for Employment. It would mean that all but the smallest companies would have to spend the same percentage of their wage bill on training or pay the money to the Government.

Mr Geoffrey Holland, director of the Manpower Services Commission, told the British Association of Commercial and Industrial Education conference at Wembley on Tuesday that the employment secretary's remarks to them earlier showed clearly that he was interested in the idea.

The French pattern could offer the Government a way out of its present dilemma. It wants not only to ensure

Conservative Party Conference



Reports by Biddy Passmore

His comments were backed up by Councillor Peter Gilmour, Opposition leader of Bradford local education authority. Bradford already had the worst secondary pupil-teacher ratio in the country, he stated. Age groups of five, six and seven were being taught in the same class. There were not enough desks to go round and the books in use might have been more relevant 20 years ago.

The city could not cut any further. The Government should support equality of opportunity, not equity of misery.

Mr Alan Paul, of Normanton, was greeted with cries of "shame" and "wet" when he said only 4 per cent of children were now in grammar schools and 88 per cent in comprehensives. "It was originally against comprehensive reorganization but we have to face the facts of reality," he insisted.

Councillor Colin Grantham, one of the rebels against secondary reorganization in Lancashire, attacked the motion for supporting both good and bad schools. "What's coming out of the comprehensive education today doesn't even rate with what we had 20 or 30 years ago," he said, to loud applause. Comprehensive education had failed.

Smooth talkers' unfair advantage in the promotion stakes

Teachers should be promoted on the assessment of a team of professionals. Dr Rhodes Boyson, junior minister responsible for schools, told a fringe meeting.

The present promotion system, involving a brief interview with members of the local authority and governing body was "the most inefficient method possible", he said. It gave the advantage to the articulate and the smooth, who knew the right answers. It was no substitute for classroom assessment by professionals.

Dr Boyson, who was addressing a meeting of the Conservative National Advisory Committee for Education on "long-term aims of Conservative education policy", said teachers selected for promotion should then go on long-term in-service training.

He supported the Japanese system of "senior teachers" where teachers chosen on an exam and classroom assessment got extra money but stayed in the classroom. Unless we introduced a similar system here, he said, we would get a blighted profession where teachers saw no chance of promotion.

Dr Boyson also proposed separate teaching certificates for primary and secondary schools - and possibly a third type for middle schools. "It's almost a different profession between teaching at the infant stage and teaching sixth-formers on their way to university," he said.

He had been trained to teach PE and junior pupils, he added, but had never used either skill.

On sixth forms the new minister for schools suggested that the answer in some areas might be a return to selection. Schools could have some specialization at sixth form level and cover that for an area. However, he

was careful to say that he did not rule out sixth form colleges in other areas.

He remained committed to selection in some form, either within or between schools. The system should be open, so that children could transfer from one kind of school to another at any age. But he reminded his audience that the old selective system had not been as inflexible as was sometimes thought. He himself had failed his 11-plus.

The introduction of education vouchers also remained his long-term aim. He preferred them to tax rebates on school fees because they enfranchised everyone. "You mustn't just give choice to those who can afford it," he said.

On higher education, his responsibility until the last ministerial reshuffle, Dr Boyson said changes were inevitable now that the student population was 10 times bigger than at the start of the last war.

The country could not afford the same staff-student ratio as in 1939, he said. He also queried if the country could afford to fund 45 universities well enough to allow them to compete internationally. And he asked whether it was right to have the binary system.

"You can close a course one side of the binary line and an institution 300 yards away on the other side of the line can reopen it three weeks later," he said.

Dr Boyson made no general comments on the cuts. He said, however, that higher education expenditure was never a determinant of economic growth but the product of a prosperous society. And the quality of the education system depended on the quality of teachers rather than on pupil-teacher ratios he stressed.

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Government cuts hit hardest in arts and social sciences as campus staff and student numbers fall

University enrolments down by 4,000

by Biddy Passmore

About 4,000 fewer home and overseas students started university degree courses this year than last, according to provisional figures from the Universities Central Council on Admissions. This means a 5 per cent fall since last autumn.

The drop, caused by government cuts, comes at a time when the number of 18-year-olds is rising. And it is hitting potential arts and social science students hardest - two areas of study where the University Grants Committee wants to see numbers fall but which are most popular with the rising number of women applicants.

Mr John Sayer, former president of the Secondary Heads Association, said last week that doors were being closed as a result of "jam jar government accountancy". Nothing would

have been saved and much lost, he said.

The UCCA reports that places available through their last-minute clearing house system were about 2,000 down on last year, from 9,000 to 7,000. In addition, about 2,000 fewer places were confirmed after A level results, giving a total of nearly 80,000 home and overseas students placed through the council's schemes. (Some students, such as those holding industrial sponsorships and applying to some Scottish universities are not placed through UCCA).

The drop in the number of conditional places actually taken up is mainly the result of much stricter interpretation of offers. Universities have not been able to permit themselves the usual degree of flexibility

this year especially in arts subjects.

Mr Sayer described the case of a girl who had been given a conditional offer of three grade Cs for a place in applied linguistics. She was rejected, having achieved two grade Bs in her language A levels and a grade D in an unrelated third subject (music). "Examples such as this show universities or departments forced to limit themselves to the letter of the contract made through UCCA, and unable to observe its spirit," he said.

Rejected applicants who had been diverted to polytechnics and colleges would go through them with a sense of injustice, needing to be re-motivated to a course and a place not originally thought appropriate, he continued. There would be little or

no saving to the nation, merely a transfer of expenditure.

A second group had returned to the third year of the sixth form, determined to approve grades and reapply for university. He predicted there would be a log-jam in 1982 of the highest number yet to apply for higher education, with a severe result on morale in schools.

This week ASTMS, the white collar workers' union, distributed a leaflet called "Our Universities - What Chance of a Place?" to delegates at the Conservative Party conference in Blackpool. The union, which has 15,000 members employed as technicians in universities, said it had been encouraged by Mr Edward Heath's criticisms to appeal to Tory "wets" for higher university funding.

Keele block on 300 sackings

The University of Keele has withdrawn notice given to the Department of Employment that 300 staff were to be made redundant at lecturers, furious at not being consulted, said they would consider industrial action.

Meanwhile, a Southampton University committee, which estimates that 226 jobs might have to be shed, has proposed that individuals to be made redundant should be named in February. It has proposed that Deans draw up the criteria for selecting the staff and they may consider identifying staff whose departure would cause least harm to future academic viability of departments.

At Aston University the AU passed a motion of no confidence in Professor Frederick Crawford, vice-chancellor, and later the academic assembly passed a motion of no confidence in his policies.

The academic board at the University of Manchester Institute of Science and Technology debated three motions, each by a majority of one, which proposed alternative strategies and bans on future appointments.

Leicester has considered a report which suggests possible job losses of 70 academic staff, and some support staff. At East Anglia the UGC has reopened discussions about the future of Keswick Hall site, which is now being sold.

A decision was also expected this week on a proposal to merge Bedford and King's College, London. Bedford academic board has approved the idea and King's governors were meeting yesterday.

Medical colleges reprieved

The announcement last week that the inquiry into non-medical education at London University has effectively been wound up means that the colleges have been reprieved from closures and mergers - unless their bank managers declare them bankrupt.

Professor Randolph Quirk, incoming vice-chancellor of the university, has told Sir Peter Swinnerton-Dyer, chairman of the committee of inquiry, that he does not want the committee to produce a final report with recommendations.

The committee's second discussion document, published in June, caused a furore within the university because of the severity of some of its proposals, including the likely closure of Chelsea College.

Now Professor Quirk has asked Sir Peter's committee to examine only some specific areas, like the university's library provision, external examinations system and central administration, to see where cuts could be made.

More importantly, it has been asked to produce plans for co-operation with other institutions of higher education in the capital, including the two other universities - City and Brunel - and a dozen polytechnics.

Professor Quirk hopes to produce a "mini-Robbins"

for London which might point the way forward for rationalising provision nationally across the binary line. But the immediate task of rationalising courses and departments within the university has now been entrusted to five academic committees, chaired by specialists in their field. They will give advice on how their subject areas should be trimmed to meet an anticipated cut of 20 per cent in the university's income over the next three years.

They will thus be looking at departments rather than whole institutions. And Professor Quirk was at pains to stress last week that the committees are meant to have a long term function of supervising academic development in the university, not simply allocating the present cuts.

The vice-chancellor insisted he was not giving the financial situation the brush off. But he said the financial situation had deteriorated so rapidly since the committee was set up that the kind of task envisaged by Lord Annan, the previous vice-chancellor, was no longer possible.

The principals of Bedford College and Kings College refused to comment this week on reports of a possible merger between the two institutions.

Youth service report points to alienation

The Thompson committee, set up by the Education Secretary to review youth service provision in England, issued its first report this week. It is a short interim statement which sets out what the group, whose final findings are due next summer, intend.

The report says that its work should be seen too closely against the background of recent inter city violence; basic alienation matters more in the end than any particular outbreaks, and if its causes are not dealt with, warns the report is likely to produce a national calamity. The report makes it clear, as *The TES* predicted soon after the group was formed, that the review will not confine itself to the professional youth services as its remit suggested, but look at all the institutions, public and private which can provide activities or opportunities for the young.

Sir James Hamilton, Permanent Secretary at the Department of Education said this week that his department should try to tell local authorities how they wanted some education grants spent.

Sir James told a conference in London that he would regret it if Government money to enable school and colleges to handle the extra 16-19 years olds staying on because of unemployment were channelled through the Manpower Services Commission.

In recent years many courses for the young unemployed and for vocational training have been funded by this means.

Schooling budgets on the rack

The torture of preparing next year's education budgets has already begun in earnest in many authorities.

Contingency plans being drawn up by local education departments show how hard pressed they already are, and the fear that more cuts are likely in the forthcoming year.

Some budget reports are using strong language this year to describe the likely effect of more cuts. A document from officers in Hereford and Worcester, describing the possibility for 2, 4 or 6 per cent cuts, talks of drastic effects.

A 6 per cent cut, for example, would mean the abolition of many classes, with the Secretary of State's permission and a "drastic reduction" of about 600 secondary and primary teachers' jobs.

The budget-making process will be particularly tough for local authorities this autumn since in addition to the 1.7 per cent cut envisaged by the spending White Paper, there will be an assumption that all pay awards are kept within 4 per cent. In addition grant is being clawed back from many councils this year who have been judged "overspenders".

There is the prospect of the Treasury pressing for a reduced rate support grant next month.

In Gloucestershire, chief officers have warned that with any further cuts, services, such as child guidance and remedial teachers, which are not strict legal requirements, will disappear altogether.

Decision on director delayed

Liverpool City Council has deferred a decision on whether to restate its education director, who was suspended nine months ago. Mr Ken Antcliffe was suspended after a disciplinary hearing showed his department organisation, made a £278,000 loss.

The two-week event held at Carrap Hill, Woolton, in June last year was planned to be self-financing.

Slimming is one of many areas in advertising which is carefully watched. And any advertisement for slimming products must comply with the rules on the right.

They are just some of the rules affecting slimming advertising and they appear in a book called the British Code of Advertising Practice. In it are many rules, not just affecting slimming. They govern all advertisements which appear in the press, in direct mail, in print, on posters and cinema commercials.

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Amongst other things, the ASA responds to consumers' complaints and this briefly is the way the system works. Members of the public can write to us to complain about any advertisement they find unacceptable. If, after investigation, we find the advertisement contravenes the

Appendix C Advertising for 'Slimming'	
General	Use of the word slim
Claim 5.1	For the purposes of the Code, the word <i>slim</i> , and compounds such as <i>slimming</i> , will be taken in the contexts with which the Code is concerned to imply weight loss. The only exception which will be permitted is in connection with garments see paragraphs 3.4.1 and 3.4.2; this is restricted to references in contexts where no physiological or permanent effect is claimed or implied, and in connection with the names of products and their manufacturers in the circumstances set out in this section in relation to figure control products.
5.2	Claims as to specific weight or inch losses
5.2.1	Claims in the form (you can) lose (up to) X pounds (or Y inches), look X pounds lighter are unacceptable. The measurements and weights of individuals and their degrees of application vary too widely for such claims to be other than misleading when made in general terms.
5.2.2	Claims for efficacy within a stated period
5.3	For the reason given above in paragraph 5.2, claims in the form (you can) start to slim in X days, how to slim in less than X weeks, lose X inches immediately are unacceptable.
5.4	Claims that individuals have lost specific amounts of weight and number of inches
5.4.1	Such claims should conform to the requirements of the Code on Testimonials section 11.4.2. In addition such claims:
1.	should be fully compatible with authoritative medical or scientific opinion as to the likely efficacy of the method(s) involved;
2.	should not be made without the permission of the individual concerned;
3.	should state the period over which the benefit claimed was achieved;
4.	should not be based upon unusual or unrepresentative individual experiences.
5.4.2	Substantiation will be required in all cases to show that these requirements have been met.
5.4.3	Where there are illustrations (or an illustration) of the individual concerned, these should not exaggerate any loss achieved, and should in the case of 'before and after' illustrations permit a fair comparison to be made.
5.4.4	In the case of figure control claims the results on various parts of the anatomy should not be aggregated, but should be listed individually.
5.4.5	Exaggerated claims
5.4.5.1	Claims as to uniqueness, novelty or a greater degree of efficacy than other products should not be made unless there is adequate substantiation for the products difference in significant respects from other available slimming products. Care should be taken not to suggest that given methods cannot fail, must work. Because of the numerous variations between individuals in terms of weight, build and physical condition as well as in psychological preparedness, the most that can be claimed for any method is a high probability of success.

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Teacher in caning row to be offered new post

by Richard Garner

One of the four teachers suspended from Litherland High School - which has been the centre of a row over its corporal punishment record - is to be reinstated by Sefton education committee.

Ms Lynda Hughes, aged 31, who was suspended for leaking details of two confidential reports on the school to STOPP, the anti-caning pressure group, is to be offered employment in another school in the borough. A disciplinary appeals committee rejected a request from school governors to dismiss her.

Meanwhile, two of the other teachers - Ms Moira Dobson and Mr Roger Britton - still have not been told of the charges against them. A public meeting held to discuss the case on Tuesday night heard that Mr Frank Field, Labour MP for Birkenhead, is to seek a meeting with Sir

Keith Joseph, the Education Secretary, to discuss the case if Ms Dobson, one of his constituents, is not told the reason for her suspension soon.

About 100 people - mostly parents - attended the meeting and were told by Mr Alan Roberts, Labour MP for Bootle, that they should support the teachers who he said had been victimised in a manner reminiscent of an East European state.

Mr Alan Corkish, the fourth teacher, who has already been dismissed by the authority, is applying for a judicial review of his case by the High Court and is considering taking it to an industrial tribunal.

The school became the subject of controversy when STOPP claimed it had one of the worst beating records in the country.



Lynda Hughes to be offered a post in another school.

Continental hours dropped

Dorset county council has abandoned any idea of saving money by introducing continental hours in all its schools; after 10-month investigation into how such a scheme would work. The county's education committee finally dropped the idea this week after considering a detailed report on the possibility of shortening the school day by one hour to run from 8am to 2pm instead of the traditional 9am to 4pm.

The continental day would have meant scrapping the secondary school meals service and all midday supervision - primary school meals have already been abolished in Dorset.

While the report of a working party found the scheme was "educationally feasible" - at least in the town school - it found that projected savings of over £1m were grossly overestimated. It also raised serious concerns about stress and fatigue among teachers and their pupils.

Language politics shuts class

by Ian Murray

Belgium has been plunged into one of its most intractable political crises because a Minister closed a class in a primary school.

The crisis centres on the six school children who were needed at the Flemish section of the school at Comines in one of those grey areas of Flanders where the linguistic boundary between French and Flemish is ill-defined. Wedged as it is against the French border, Comines is dominated by the French language and therefore the schools are French.

Belgian law, however, states that a class in the alternative national language must be provided in any town where there are 16 or more children with a family background essentially of that language. Last year this requirement was met and the Flemish class, with one teacher and an assistant, was duly set up.

When this school year began, however, only 10 Flemish children, registered for the class. Mr Philippe Bisquin, the Walloon Socialist, who is the French area's minister of education (in Belgium there are two linguistic areas) decided that the class would have to close.

Legally he was within his rights and politically it suited his party that he should be seen taking a tough stand against Flemish encroachment.

Mr Mark Eyskens, the Prime Minister and a member of the Flemish Social Christian Party, was so upset by the provocation that he with a general election pending on November 9, it was not seen by his party as good politics to meekly let ten Flemish children go without a Flemish

New target of 1987 expected for O level and CSE link Government set to reveal date for merger of exams

by Bob Doe

The long-awaited merger between O levels and CSE exams is expected to take place in 1987 - 17 years after the Schools Council first urged there should be a single exam and two years later than the independent Waddell committee suggested.

The Government is expected to announce this target date in a document originally expected last summer but which is promised by "the turn of the year". This means schools would be teaching from the new syllabuses in 1985.

The recent change at the helm in education is the latest cause for delay in the final go-ahead for the new exam system. This shuffle has also raised fears among some exam board chiefs that the new education secretary may want, or be persuaded, to go back on what has already been decided.

A log-jam of negotiations between exam boards could still mean 1987 is an optimistic estimate. Discussions on the general rules to be applied to all the new examinations are not due to begin until after the boards receive the Education Secretary's views in this document.

Meanwhile, each of the four groups of exam boards in England is finding it difficult to come to agreements on how to organize and divide up the work.

Even the five CSE and one GCE board that make up the northern group are having difficulties in overcoming the complicated practical difficulties involved in a loose federal arrangement. This is the longest established group and includes the

Joint Matriculation Board which is unusual among the GCE boards in its long and wholehearted commitment to the joint 16-plus.

The boards in all four groups have to reach agreements on such things as who is to devise, mark and run the new exams, how far administrative and computing services should be centralized for greater economy, how entry fees should be shared out and the common procedures to be adopted.

This, in turn, is diverting energies away from the work of devising the national ground rules or "criteria" for each subject insisted upon by the Government to ensure common standards throughout the country. Until this work is done, the new syllabuses and assessment procedures needed to fit in with these criteria have to wait.

The boards have produced draft criteria for English, French, history and physics. These are not all complete, however, and there are signs that teachers are not entirely happy with them, nor with the limited time set aside to discuss them.

The Government's new document is not expected to add much to what the exam boards have already been told in one way or another by the Department of Education. It is not, therefore, expected to provide many ready answers to the boards' difficulties.

There are a number of crucial issues on which the examiners are looking for enlightenment. These include the mechanism that will ensure all syllabuses comply with the national criteria and the means by which

criteria can be reviewed and changed to keep them up to date.

There may also have to be common arrangements for handicapped candidates, for appeals and remarking, for fees and to ensure schools have freedom to choose different exams and boards.

A matter still to be settled, too, is the title of the new exam. Mrs Shirley Williams suggested the General Certificate of Secondary Education (GCSE) during her reign at the department. That title will be used in the Government's document but only, it is stressed, as a working title. The name has still to be finalised.

In the meantime, while all the talking goes on, over a million joint GCE/CSE 16-plus exams have already been taken. The prototype exams set up during the feasibility trials of the mid-seventies have continued and grown in popularity.

In the case of the Northern CSE boards and JMB joint schemes, numbers have increased by about 15 per cent a year and last year there were 175,000 subject entries.

Mixed start for assisted places

Commenting on the latest delay in the announcement of a starting date occasioned by the arrival of Sir Keith Joseph as Education Secretary, Dr Peter Adrews, chairman of the Standing Conference of CSE boards said: "The hawks in Sir Keith's party are not happy with the new 16-plus and we suspect they may have another go at modifying things."

The background

1960: CSE exams suggested

1965: CSE introduced

1970 July: Schools Council calls for O level and CSE merger

1971 October: Council report lays out plans for new 16 plus Target date 1977

1974: Trial exams taken by 68,500 candidates Target date now 1980.

1976 July: Council recommend common system of exams at 16 plus to Labour's Education Secretary.

October: Mrs Shirley Williams, then Education Secretary, says independent study needed.

1977 March: Waddell committee starts work.

1978 July: Waddell report (cost £196,000) says system feasible - Target date 1985.

October: Labour White Paper endorses regional exam authorities, central coordinating body and mentions national criteria but no target date

1979 May: Tories win general election - moratorium on 16-plus development.

1980 February: Tories drop Waddell's central coordination and regional authorities in favour of loose groups of boards, strong national criteria and GCE board veto on top grades.

November: False dawn as DES publishes board groupings and then drops them again.

1981 July: DES announces groups of boards.

September: Boards release first four sets subject criteria.

1981/82: Government sets 1987 target date for first exam?

Political influence jobs fears

by Richard Garner

A growth in the amount of political influence in appointments to teaching posts in schools is warning teachers' leaders.

Dr Walter Roy, chairman of the National Union of Teachers' education committee, said the trend was "regrettable" at the launching of a new union pamphlet, *A Fair Forward*, which outlines the changes to the appointment and promotion systems for teachers.

The changes, which aim to end caste and racial discrimination and include producing a standard application form for teaching jobs, are agreed at the union's annual conference earlier this year and will be discussed with other teachers' organizations before being submitted to local authority representatives for negotiations.

Mr Doug McAvoy, deputy general secretary of the NUT, conceded some of the ideas outlined in the pamphlet could be discussed with employers in the working party he established between both sides to view the teachers' pay structure.

He said that - at the working party's first meeting - it emerged that the local authorities were being along the lines of allowing teachers to progress through the salary structure via some means of testing their competence.

"If the employers are willing to accept the need for an assessment," he added, "we see it in a different context to pay but in a context that could be related to necessary."

The pamphlet calls for more appraisal to be exercised by teachers - with no confidential reports or teachers or references being sought or given over the telephone.

In addition, it calls for teachers to be properly trained and equipped that questions which bear no relation to the requirements of the post, and as domestic circumstances, marital status, plans for having children, political or religious views should not be asked.

Dr Roy added: "In days when there is regrettably a fair bit of evidence of the party political process influence on appointments, we feel that the children of the country would gain considerably if school appointments below the level of head teacher were in fact left to the professionals."

He said that governors, managers and politicians were becoming involved in appointments below head teacher level with increasing frequency and added: "There is a real old dogfight going on to control the governing bodies."

"This is a purely personal opinion but I would think that all the political parties are equally guilty of this."

What are you doing for Christmas?

Hornby Upper Juniors are presenting the Nativity Scene.



Green Lane County Juniors are putting on the school's Christmas Pantomime (costumes and scenic effects by Miss Brown and helpers).



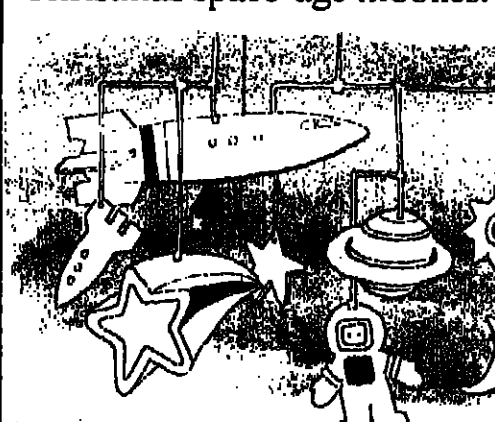
Brightside Infants are doing coloured streamers and tree decorations.



Appleby Lane Juniors are showing off a special Christmas Corner in the classroom.



Bramhall Infants are concentrating on Christmas space-age mobiles.



Elm Wood County Primary children are making Christmas cards for their families.



Kent girl to study at boys' school despite council ruling

A Kent schoolgirl whose mother fought a nine-month battle for her to be allowed to join the sixth form of a local boys' school is to be allowed to study at the school - even though the Secretary of State recently upheld Kent County Council's ruling that she could not do so.

Victoria Keates, aged 16, this week registered at Clarendon House Girls Grammar School but will take only French language there. For the rest of her chosen subjects, which the girls' school cannot provide - French literature, German, Spanish and Economics - she will attend the boys' school, Chatham House School.

The education authority argued that although a handful of girls had attended Chatham House School since the 1960s it had not been aware of this. Once it was forced to make a policy decision on the mat-

ter, its decision was that girls could not go to the school.

This ruling was upheld by the Secretary of State, but this week the local authority agreed Vicky could stay at Chatham House School, provided she registered at the girls' school and took some lessons there.

A spokesman for the authority described the move as "a compromise which everyone could accept".

Miss Elizabeth Keates, Vicky's mother, said it had taken nine months and a lot of money to get what she had been asking for in the first place. "You'd have thought I was asking for Vicky to take Sanskrit and witchcraft, the way it was handled."

Another Kent schoolgirl, Sarah Girkin, whose parents wanted her to go to Chatham House School, is now studying at a private school.



Safety First Ian Wood of Gillingham Technical High School with his award winning safety helmet for a hockey goalkeeper which he designed.

VD rise blamed on 'irresponsible' sex education

Sex education from irresponsible teachers and advisers had led to more teenagers having abortions and catching venereal disease than ever before, says the Responsible Society this week.

In a booklet published this week it urges parents and teachers to challenge the authority of individuals or "prestigious bodies" eager to provide sex education material or courses for teachers and others.

The society, "For Family and Youth Concern" points out that the DES document, *The school curriculum* recommends local education authorities to introduce sex education and while this is not mandatory it may put pressure on authorities to respond.

The society also emphasizes the adverse emotional effects of sexual intercourse on young girls and the medical links established between adolescent intercourse, promiscuity and cancer of the cervix.

Since sex education was made compulsory in their schools the rise in illegitimacy and venereal disease among the young of Sweden and Denmark has been dramatic, the society says.

Abortions upon unmarried teenage girls in England and Wales reached 33,000 in 1979 - the highest number ever - and the figure is still

rising, according to Sir George Young, junior minister in the Department of Health and Social Security, in a speech last April.

"Gonorrhoea increased by 12 per cent among the 16-19s in the seventies compared with 3 per cent for all age groups. The society ridicules the Government answer to the problem - a £170,000 media campaign to encourage more teenagers to use more contraceptives."

"The plain fact is that contraception is not very effective among teenagers even though many of them have been led to believe otherwise by the family planning industry."

The society blames the advice of "sex experts" who tell the young there are no rights and wrongs about having sex at any age if contraceptives are used and abortion resorted to if contraception fails. One book, it says, reduces VD to a trivial experience and "catching it in the first place is just rotten luck."

Another, which won a TES Information Book award, says the Responsible Society, alleged that any form of sexual activity is acceptable providing it gives pleasure. One teaching pack on contraception for use with children in schools has illustrations which have been described publicly as pornographic and one section is headed "Safe sex."

"Protests from MPs led to the removal of the more objectionable items from the pack," says the Responsible Society.

A campaign to make sex education compulsory in schools is supported by some groups "who just happen to be involved in widening the market for contraceptives," the society claims.

Sex education means more than just giving children the physical facts. "It involves deeper questions about the true significance of human sexuality, what giving oneself in sexual intercourse means, the effect this act can have on the inner being and that of the other person."

After Sweden introduced compulsory sex education in schools in 1956 the illegitimacy rate rose for every age group except the older group which had not received this instruction. By 1975 almost one baby in three was born out of wedlock, the highest proportion in Europe.

After Denmark introduced a sex education programme in 1970 VD among the 16-20s rose by 250 per cent in the next seven years. Among the under 16s the increase was 400 per cent. Dear parents and teachers. The Responsible Society, Wicken, Milton Keynes, Bucks. 25p.

Bert Lodge

Surrey schools short of books

An official account of conditions in Surrey schools which confirm inadequate book provision, poor school libraries, underdecorated schools and high dependence on the parental contributions has been sent to Sir Keith Joseph, the Education Secretary, by local parents. They are urging Sir Keith to set up a local inquiry into conditions in the county's maintained schools.

They have not yet received the Government's reply to the formal complaint they sent to Mr Mark Cusick, former Education Secretary in July, that Surrey schools fell below standards set by law.

They also claimed that schools' dependence on parental contributions amounted to charging for education. Now they have sent the Education Secretary a copy of a report by Mr John Henry, the county's education officer, on conditions in schools which they suggest goes some way to confirm their allegations. Mr Henry's report on the effect of cuts, admits that books provision in Surrey had fallen behind.

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Increasing truancy rates have caused a school and a union to look at new ways to tackle absence

Oldham to confront parents

by Sarah Bayliss

Governors at a school in Oldham will confront the parents of truants and their children face to face in an experiment to tackle absence from school.

The experiment starts next month at the Hathershaw mixed comprehensive and could spread to other schools in the authority if it is a success.

Oldham's schools' subcommittee has approved the governors' initiative which will involve for the first time formal meetings about truancy on school premises.

Mr Alan Hazell, chief education welfare officer in the town, who has encouraged the governors' idea, said this week, "There will be an element of formal pressure to get certain families to come into school. That in itself will be something of an achievement."

The meetings will only take place after the initial steps to tackle truancy - letters to parents and a visit from an education welfare officer - have failed.

Mr Hazell said he hoped the meetings would cut down the need for the current practice whereby parents whose children are persistent truants are summoned to the town hall for

an interview with councillors. "We've certainly felt that the method is rather remote. If the parents are actually in school discussing the matter with the school's governors, then we hope it will prove more relevant for everyone."

Oldham's current practice with persistent truants is to hold interviews with parents twice a term in the education offices. At the last such meeting there were 40 families with children from many different schools, each waiting to be interviewed. "It is difficult to have a personal discussion in that setting," he said.

He stressed there was no intention to avoid the ultimate step of taking parents to court for not sending their child to school.

Mr J. H.S. Cole, head teacher of Hathershaw school, said he welcomed the initiative. "We believe it will be a much more direct and meaningful approach for parents."

At Hathershaw attendance had improved over the past two years because of increased efforts to track down missing children. But it was still poor compared with some other schools and was running at about 91 per cent.

About 1 per cent - roughly nine children - a day were thought to be serious truants. "These are the cases where we must get across the seriousness of truancy," said Mr Cole.

There were instances where parents connived with children to stay at home. But Mr Cole said he was more anxious about children whose parents simply did not know where they were when they should be at school.

"They are the ones who are most at risk. We hope that their parents will be shocked into taking some action."

Three days are to be set aside in November and December for the meetings with parents. The first will be held for fourth-year pupils, who traditionally truant the most.

Mr Cole said each meeting would involve the child, its parents, two school governors, an education welfare officer, the pupil's head of year and the head or his deputy.

A report from the schools' subcommittee says that where the governors' meeting fails to improve a pupil's attendance then the family must be summoned to the official interviews at the town hall.

Early influence aids attendance, says union

by Richard Garner

Schools will not be able to cut their truancy rate until more resources are ploughed into the education system, a working party set up by one of the teachers' unions to examine the problem has concluded.

The working party, set up by the Association of Masters and Mistresses and the constraints they place on the curriculum offered to pupils, a greater appreciation of the individual needs of pupils.

"We need to look immediately at the legislation governing the compulsory attendance of pupils, the possibility of allowing pupils to work places on a regular basis following full-time courses at school-based," it adds.

The report also adds that there were four main groups of "fifth formers": those who never put in an appearance at school; those whose attendance had declined over the years; those who attend regularly but reluctantly; and those who attend regularly but get up to nothing to the school.

It suggests: 1. compulsory nursery education for all children, on a full

or part-time basis; 2. a much pupil/teacher ratio, particularly in primary schools; 3. a more teacher/training programme to teachers before taking up a post; 4. a review of the curriculum offered to pupils, a greater appreciation of the individual needs of pupils.

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Cuts to the bone for osteopathy

by Hilary Wilce

Education cuts are slicing through the bone - literally. Many of the students accepted this year at the British School of Osteopathy have been unable to take up places because of lack of money.

Seventy-five students have not the school that they have been refused grants for the four-year course. Twenty more of them failed to take up their places, probably because they, too, have been unable to get grants.

Osteopathy qualifications are formally recognized, and students are therefore not eligible for many grants. Local education authorities must decide whether they wish to support students on these courses.

Yet a few years ago only two students had to withdraw from the course because they were given grants. Last year, as many as 40 students, this number rose to 40.

This year one would be expected student, Miss Rebecca Smith, 20, took the London branch of Haringey to court for refusing a grant for the 1980-81 year course. But the court upheld the council's right to offer the grant at its own discretion.

The ILEA, Belfast, Wolverhampton, Suffolk, Aberdeen and other authorities are among the others which have refused student grants.

The school's principal, Mr Bradford, said this week that the authorities - such as Sheffield - are now refusing them.

The school has worked on a year degree course in partnership with the Polytechnic of Central London, and this is due to go before the Council for National Academic Awards for recognition by the end of the year. If approved, the course will start next October and grants to students on it will be mandatory.

Mr Bradford said: "But that does not solve our immediate problem. The college is at present short of £45,000 of funds and an appeal has been launched."

Meanwhile its campaign continues to have its diploma course recognized. The application was turned down by the last Labour government, which said that students, qualified, would not be working in the national health service.

The Conservative Government proved more sympathetic - in principle, if not in practice. Mr Carlisle, former Education Secretary, agreed the course should be judged on its educational content.

They include Dr C. S. G. Phillips, Warden of Merton College, Oxford; Professor A. D. M. Greenfield, Dean of Nottingham's University Medical School; and Professor P. Morice, of Southampton University's Department of Civil Engineering.

The project director is Mr Sadiq Ismail and D. Q. Jones and Partners are acting as cost consultants to the project.

Research into schooling of blacks criticized

by Diane Spencer

Research into the education of black children over the past 15 years is criticized for bias and wrong interpretation of evidence in a new study.

The study, published this week by the National Foundation for Educational Research, was commissioned by the Rampton, now the Swann committee investigating the education of children from ethnic minorities.

Monica Taylor, its author, also calls for an improvement in the climate of race relations and social conditions. That she says is the only way to break the cycle of disadvantage of West Indian underachievement.

In spite of her criticism, Miss Taylor found "an overwhelming" evidence of a strong underachievement of pupils of West Indian origin. They did less well on IQ measures, verbal and non-verbal reasoning, reading and mathematics, and are more likely to be found in the lower streams of ordinary schools, and in much higher proportion in ESN schools than they suffer stress in school.

She found much of the research based on "sampling procedures that were far from rigorous", and criticized others as "anecdotal" revealing the personal biases of researchers, and some findings distorted. Some interpretations based on relatively slight evidence became "almost mythological and have been erroneously perpetuated," she claimed.

"Undoubtedly the picture is complex, with minor inconsistencies, more important ambiguities and even contradictions at almost every turn". However, she was able to discover that:

□ on the whole, West Indian girls do better than West Indian boys on

all measures, but especially on reading.

□ pre-schooling is crucial if a good foundation is to be laid for later schooling.

□ optimism expressed in studies in the sixties indicating that the achievement of black children would improve with length of schooling does not seem to be justified; rather the evidence suggests they start poorly and continue in the same way, if not actually deteriorating relatively in performance as they grow older.

□ no conclusions can be drawn from the size of school and its influence on performance as it was infrequently included as a variable in research design.

□ the number of ethnic minority children in one school does not appear to affect performance either of white or black pupils except at extreme levels - less than 10 per cent or more than 60.

□ it was impossible to find variations in achievement based on geographical location, nor of the Caribbean island of origin of the pupil.

She recommends further research into how home background affects academic performance, whether colour and race affects teacher attitudes, an investigation of patterns of family life and pre-school education and, most importantly, a national monitoring programme to gather essential data on ethnic minority pupils.

Caught Between, a review of research into the education of pupils of West Indian Origin, Monica Taylor, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, Berks, SL0 1DF, £9.95.



Picasso's Reclining Nude is among the works to be exhibited at Goldsmiths' College Gallery which opens at the college in South East London next Thursday.

British group lands £500m contract for Oman university

by Michael Frenchman

A British group has won a multi-million pound turnkey contract for a new university in Oman.

The university, which will eventually have places for more than 1,000 students, is one of the largest planned in the Middle East and will have five faculties. These will probably consist of engineering, science, medicine, agriculture, and Islamic studies.

The contract, said to be worth between £200m and £500m, has been awarded to an all-British team consisting of: YRM International, the London-based architects; who will be responsible for the overall planning and designs; and Cementation International, part of the Trafalgar House group, who will carry out the construction work and installation of equipment.

It is to be built at Rusail which is about 11 miles from Muscat, the capital of Oman. The site was chosen rather than one at the historic city of Nizwa, further inland after consultants reported that there was not enough water available for the university's needs in the Nizwa region.

Sultan Qabous Bin Said, Sultan of Oman, announced the plan for a university less than a year ago and it is partly as a result of Mrs Thatcher's visit to the Gulf earlier in the year that Britain has secured one of the largest contracts ever in that part of the world.

Sultan Qabous said that he hoped that the university would be completed by 1986. "I am very keen that the facilities should represent subjects of a practical nature such as agriculture and medicine as well as traditional Islamic studies," said the Sultan. "We are also planning a small training hospital with 500 beds which we hope will be attached to the medical school."

Qabous University, as it will be called, is not merely a symbolic gesture towards higher education. Oman is desperately in need of educational facilities of all kinds and the university will play a vital role helping to meet the needs of this rapidly expanding state which 10 years ago had few roads and six schools.

The final plan for the university is currently being prepared and construction work should begin early next year. But the British Government and a team of British advisors have been assisting in developing the project.

They include Dr C. S. G. Phillips, Warden of Merton College, Oxford; Professor A. D. M. Greenfield, Dean of Nottingham's University Medical School; and Professor P. Morice, of Southampton University's Department of Civil Engineering.

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Exam boards move in mysterious ways their wonders, and blunders, to perform. But, as Bob Doe reports, one board tries to reveal its working parts to teachers who are quick to grasp the opportunity to find out how to play the system.

Making the grades

How are GCE exams marked and grades awarded? This, it appears is what most teachers want to know.

The Manchester-based Joint Matriculation Board holds a one-day conference every year in one of the northern universities to explain its work to teachers and to listen to their complaints.

At the meeting in Newcastle this week by far the most popular session for the 200 teachers attending was "marking papers and awarding grades."

They were given a glimpse into the ancient and mystical ritual of fixing the pass mark and the initiation - of novice markers.

But, it seems, the elaborate procedures used in the attempt to be fair and consistent are not foolproof - though sometimes it is the school that is to blame for the wrong grade being awarded.

If the school suspects that a wrong grade has been awarded, or if disaster of some kind strikes in the middle of the exams, all is not necessarily lost. But the school's estimates of what a candidate should have got are not always taken at face value.

Mr W. M. Walton, the JMB's chief geography examiner, described how he and his assistant examiner meet to work out a mark scheme for O levels covering every question on the paper. Only when the team of markers are completely familiar with this does the marking begin.

If a marker is consistently too lenient or too harsh, this is corrected by statistical comparisons with other markers. The real difficulty is posed by the inconsistent marker.

A sample of 25 scripts from each

marker is checked by the chief examiner. If this reveals any serious aberrations then all that marker's scripts are re-marked by other examiners and that is likely to be the last time that marker is employed by the board.

Then comes the fixing of the pass mark. Candidates are by now ranked in order of achievement and the examiners have formed an idea of where the pass/fail area should fall, based upon their experience of the standards applied in previous years.

This is most serious at A level where university entrance may depend on getting a specific grade.

Absence for part of the exam need not necessarily be the end. One girl recently got a B in an A-level biology exam even though she missed out one paper.

A category of special special cases are those candidates whose papers are lost on their way to the exam board. This happens every year. In these cases grades are awarded after taking teachers' estimates into account - though they are taken with a good pinch of salt. "Teachers' estimates are usually about one to one and a half grades on the optimistic side," Mr Hartley said.

It seems that the schemes can be obtained if you know the ropes. As one teacher confided: "It's not too difficult to get the marking scheme."

The awarding panel that takes the final decision on these special awards also deals with cheating by candidates and "misconducts" by the school. If the school breaks the board's regulations it may get a ticking off, or even be barred from acting as an exam centre. Individual teachers can be banned.

At A level the narrow grade C band means the gap between a B and a D can be as little as four per cent of the marks.

Special consideration is given in



cases where illness, dyslexia, injury or some major examination room distraction prevents candidates from doing their best. At the final awarding meeting a doctor is on hand to explain the likely effects of various medical conditions or drugs.

Even where exam performance has been seriously disrupted, the board is unlikely to award more than a bare passing grade in the absence of strong evidence of the candidate's ability.

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from having anything to do with JMB exams.

Pupils caught cheating - such as carrying a crib into the exam room - have all their results cancelled. Candidates seen sneaking a look at a neighbour's paper have that paper nullified.

Candidates who do unexpectedly badly, without first taking the precaution of breaking an arm, can lodge an appeal through their school. First, the school can ask for a simple clerical check which is free. This ensures that there has not been a silly error such as a mistake in adding up the marks.

In one case recently the school was found to be the cause of such an error. Marks for course work sent to the board were in descending order of ascending order of merit so that candidates who should have got 30 marks got six and those with six got 30.

These comparisons are supposed to be taken into account by the examiners in fixing the pass mark standard. Clearly this does not always happen. As one teacher at the Newcastle conference pointed out, the pass rate in French O level is much higher than in German, and on average the grades awarded are about three quarters of a grade higher in French.

The opposite should be the case, it is argued, because German tends to be a third foreign language taken by the most able and well motivated linguists. Even in the face of such findings, it seems, the examiners stick to their feelings about what standards should prevail in each subject or what proportion should fail. As the JMB's research chief, Mr Gerry Forrester, said: "It takes a lot to move a subject committee."

On correction several unexpected Ds were upgraded to Bs. But the principle that reviews should only work in the candidates' favour meant the Bs given in error stood.

Having the paper remarked costs £10 (£12.50 at A level). The cost is doubled if a full examiner's report on the candidates' performance is required.

These appeals rarely result in a

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New team sets two-level funding plan for polys and colleges

by Biddy Passmore

Less than a month after taking office the new team of education ministers has announced a plan to set up short-term machinery to coordinate the planning of polytechnics and colleges.

Sir Keith Joseph, the Education Secretary, has handed local authority leaders a discussion paper outlining proposals for a joint body to advise on the distribution of higher education funds to local education authorities. The local authority associations have been asked for their comments by early November and ministers hope to set up the new machinery in the New Year.

Discussions on the fresh plan will thus take priority over the debate on the Government's Green Paper, published in July. This set out two alternative long-term models: one leaving control in the hands of the local authorities (model A) and the other giving it to a body of Government appointees like the University Grants Committee (model B).

The ministerial move reflects the dismay of Sir Keith Joseph and his junior minister, Mr William Waldegrave, at the slow timetable set out in the Green Paper. As the discussion paper says, "... whatever form of new central body might be established ... two years will elapse before any such body could begin to influence the system."

"In the meantime resource constraint and the beginning of the decline in the 18-year-old age group will be forcing changes on the system ... with the clear result that they will be largely uncoordinated, causing damage to national provision as a result."

Under the plan, a new way of allocating funds for higher education would be introduced. The system, proposed in a recent working party report, would incorporate "common funding" based on average unit costs, thus bringing high-spending authorities into line and protecting those with low unit costs. The report

revealed variations of as much as £1,000 in unit costs between one polytechnic and another.

In addition, "further funding" would be introduced to dampen the harshest effects of the unit cost approach by taking account of actual levels of expenditure.

This second category of funding could then be refined to discriminate between courses according to their quality and effectiveness. Courses that were expensive because of intensive teaching or equipment or where numbers needed to be precise by controlled would receive discriminatory treatment, and the mechanism would also be used to cut out the duplication of courses, both within the public sector and between it and the universities.

The course approvals system would be streamlined to meet the new approach, and all approval of part-time courses could be devolved to the Regional Advisory Councils.

Legislation would not be required to set up the new body, which would be joint between local education authorities and the DES. It would be able to call on "objective academic advice" and to consult effectively with the UGC. It would be an advisory body; final decisions would be taken jointly by ministers and CLEA.

Membership would be restricted to DES and local authority representatives, together with HMI advisers, although an independent chairman might be appointed "if someone preeminently suitable can be secured". And the paper says the possibility of action in time to influence provision in the academic year 1982-83 should not be ruled out.

Local authority leaders are delighted at the Government's initiative, although they have yet to examine it in detail. "It represents a very considerable move towards us for the Government," said Mr Alister Lawton, of the Association of County Councils.



Power pack: a group from Midlands County Primary School, Caversham, seen with the beam engine they have built. The engine was set up after a series of experiments by the group.

First show for Sir Keith at union conference

by Richard Garner

Delegates to the Assistant Masters' and Mistresses' Association's annual conference in Sheffield later this month may find their own deliberations pushed aside by the first appearance at a teachers' union gathering of the new Education Secretary, Sir Keith Joseph.

Sir Keith is to address the conference on the first morning and to answer delegates' questions for twenty-five minutes. It will be his first opportunity to make a policy statement at a major educational gathering.

One issue on which he is likely to be questioned closely is the future of 16-19 education since AMMA's membership consists of secondary school teachers and teachers in sixth-form colleges - as well as many from independent schools.

The agenda for the three-day conference, which begins on Monday week, reflects this by including a call - tabled by Hampshire members - for the union to seek recognition from education authorities in negotiating bodies considering further

education policy.

Several motions also express concern over the present system of financing post-16 education and call on the government to provide extra funds for suitable courses for those wishing to stay on in school or college as an alternative to joining the ever-lengthening dole queues.

AMMA is a traditionally moderate union and perhaps this is reflected by the choice of topics for discussion at the conference. This is not heavily dominated by the bread and butter issues of pay and conditions but also includes a debate on copyright law - a topic which has perplexed teachers during the past year but not been discussed at other union conferences.

Delegates from Kirklees and North Yorkshire will both be voicing concern over the present curbs on recording television programmes and the union's executive will be urged to approach both the BBC and IBA to see if a new agreement on recording material can be worked out.

Proposals for disabled 'inadequate'

Head teachers warned the Government this week that its proposals for disabled children to be taught in ordinary schools would fail to provide proper financial and staffing resources.

Mr David Hart, general secretary of the National Association of Teachers, said a survey of his members showed "widespread evidence that L.E.A.s were not doing enough". This autumn, the Government's new Special Education Bill is expected to become law. One key provision is that handicapped children should be taught in ordinary schools where possible. But Mr Hart warned: "I am concerned that local authorities are already placing handicapped children in special schools without making the necessary provision."

"From our survey there is widespread evidence that handicapped children are being placed in primary and secondary schools in anticipation of the legislation."

Mr Hart claimed the cost showed that in some cases enough extra teachers, and other staff, were being provided. There were also shortages of material resources such as large books for partially sighted children.

He warned that the Government's proposals would fail unless financial and staffing resources were made available. "Integration can take place on the cheap," he said. "The association has sent out a guide to its members - more than two out of every three school heads. It says that the Government Bill does not provide extra resources. Yet three quarters that have to be met before a handicapped child can be admitted to an ordinary school, depend upon resources."

The arrangements must be made, he says with the children receiving the special education need, other children in the school continuing to be efficiently educated and the efficient use of resources.

The Social Democrats look at ways to cure education's ills. Biddy Passmore reports

Private school integration 'could aid system'

Some independent schools should be integrated with the state sector, Mr John Roper, MP for Farnworth, said at the start of the SDP education debate last week.

While he acknowledged the contribution of the private sector, its existence in education had divided and continued to divide society. Its social consequences were "immensely greater" than those of a private sector in health, he said.

"I don't personally believe you can tear the social divisions in education by compulsion," Mr Roper said, "but if the Social Democrats can achieve the integration of the education system by which the strengths of some of our independent schools can be used to the advantage of the whole system, that would be no mean achievement."

Mr Roper, who is the party's education spokesman in the Commons, said that there must be a review of the tax system which, by allowing charitable status, encouraged divisions in society. But he acknowledged that this would not be an easy area of policy for the party to develop.

Turning to higher education, he launched an attack on the "desper-

ately mistaken" way that the University Grants Committee had allocated the recent cuts. He echoed the criticisms made by Mrs Shirley Williams in the summer that the committee had ignored the quality and employability of graduates, the level of support from industry and universities overall effectiveness - including their impact as regional institutions - when deciding where the cuts should fall.

The new Education Secretary should review the decisions that had been made. "We are cutting into the most essential part of the higher education system," he said.

Mr Roper also called for a new structure to oversee the development of higher education. He said they must examine very carefully whether the arbitrary division between the universities and the polytechnics and their funding should be removed.

On 16 to 19 provision, he won applause for proposing a general system of educational maintenance allowances. He said: "We must get away from the present folly where young people get supplementary benefit for doing nothing, whereas those improving themselves by taking further education courses get nothing."



Anne Sofer: political bias among governors

Dr Edmund King of Surrey East said 16 to 19 provision must be the pivotal point in SDP education policy. Post-compulsory education still stayed in a series of disconnected backwaters, he said, and the proportion of the age group staying on in education to 18 was "a disgrace". Mrs Anne Sofer, formerly Labour

chairman of the schools subcommittee of the Inner London Education Authority and SDP candidate in the forthcoming GLC by-election at St Paulinus, attacked a political manipulation of school governing bodies. She hoped the Taylor Report's recommendation on school government would be implemented by the Social Democrats so that political parties would lose their majorities.

She also attacked the exam system. "It gives the message to seven out of ten young people that their brains are not worth further development - that intellectually they haven't reached the grade," she said. But she questioned if the solution put forward in the recent SDP discussion paper by Mr Tyrrell Burgess "statements" for all young people at the age of 16 - was right.

Mr John Ackland from Bristol backed up her remarks about exams. It cost a local education authority £42.50 to enter a pupil for eight O levels, he said. How did this square up with the paltry sum of £8.70 spent each year per pupil on books? And most grades were meaningless to employers. "We are the only European country that examines so early and so externally. We must think again."

But a speaker from Southampton cast doubt on the notion of abolishing O and A levels and relying on teachers' assessments. That would only be possible in an ideal world where all teachers were good, she said. Instead, she proposed that no child should be allowed to leave school until he or she had reached a minimum standard of education.

Winding up the debate, Mr Ian Wrigglesworth, MP (Teesside-Thornaby) the party's spokesman on industry and training, called for a new initiative to weld together much more closely all the statutory and voluntary bodies involved in training. He also supported a core curriculum, with set standards in the core subjects.

He warned his audience that an SDP government was not going to "throw money around like confetti". "We must ask the question: how can we get more education and training out of the resources that we've got?" he said. This meant a radical rethink on working practices, university and school holidays, and school hours, he continued. Was it better, for instance, to leave school at 4pm and spend the next hour with child-minders or stay at school till 5?

Papering over the cracks

The key issue of private schooling has still to be thrashed out within the Social Democratic Party.

At last Thursday's education debate, members gave equally loud applause to statements decrying the divisive effect of independent schools and a statement saying this was not the time to do anything about it.

Mr Roper's carefully-worded call from the platform for a policy of integration and a review of the schools' charitable status had apparently been agreed with the party leaders beforehand. But it was no more than a papering over of the obvious split in the leadership.



Abolishing private schools - Williams 'yes' Owen 'no'

Mrs Shirley Williams, the former Education Secretary, - who sat silent during the debate - is on record as saying she still supports the abolition of private schools. Dr David Owen, on the other hand, had said earlier in the day that people should be free to spend after-tax income on school fees. And Mr Roy Jenkins certainly agrees with him.

The vague policy expressed by Mr Roper last week already represents a watering down of the views expressed by Mr Tyrrell Burgess in the recent SDP discussion document on education. This said, flatly, that all public support to private schools should be withdrawn.

Last week's debate made plain that the party's current stance will brighten off some voters by proving insufficiently radical to others.

Mr Angus Macaskill, a member from Bristol, said some people were unhappy about the party's policy on private education, which they feared might lead to its abolition. He said: "Now isn't the time, the first manifesto isn't the time, to remove the tax charitable status from private schools. It won't be time until we're happy with the standards of every single school in the country."

But Mrs Ann Sofer, who recently resigned as a Labour GLC councillor, said later she was "shocked" that the new party was already talking about electoral expediency.

Campaign for independent children's council

The axing yesterday of the Children's Committee, quoquo, was marked by a discussion document on the feasibility of setting up an independent children's council.

The committee was set up in 1978 after the Court report recommendations on child health and social services. Its duties were to advise the social services secretary on the coordination and development of health and personal social services relating to children and their families. It was the only body that spoke for children with official status and direct access to ministers.

The former committee members are seeking support for the idea of an independent council which will cross professional and local and central government agency boundaries, and press for policies and legislation to meet the needs of children and their parents.

Committee chairman Professor Frederic Brimblecombe said active consideration must be given to the setting up of a new independent council.

The representation of children's rights and interests, by Terry Powley, The Children's Committee (Publications), Mary Ward House, London, WC1H 9SS.

Trips to America

The opportunity for up to 120 teachers to make short, study visits to the United States figures in the in-service training for teachers programme at North East London Polytechnic in 1982.

Further details from: Mr Colin Mably, School of Education and Humanities short course unit, North East London Polytechnic, Longbridge Road, Dagenham, Essex.

OU training project gets cash boost

By Bert Lodge

The success of a teacher-education pilot project run by the Open University has been recognized by £100,000 government grant to set a centre at Leicester University to develop the scheme.

Director of the centre will be Dr Pat Ashton who was seconded to Leicester in 1978 to work on the project.

Begun in 1978 with three teacher training institutions and 20 schools by the time the project ended last year 165 schools and 20 colleges had been involved.

Novelty lay in the concept of a team composed of teacher-trainers, their students and teachers in the classroom. Previously such cooperation had been confined to the training of the student teacher but the OU plan also included learning from them a systematic evaluation of what they were doing and how it could be improved.

In the first phase, launched in September, 1978, the three institutions were Charlotte Mason College in Cumbria, Middlesex Polytechnic and Sheffield Polytechnic with up to 100 students from each taking part. One tutor with five students linked up with two teachers in each of the 20 primary and secondary schools involved.

"The DES thought the impact of the project should be maintained," Dr Ashton said this week. "But we shall also be putting on courses for teacher trainers, advisors and teachers with responsibilities for staff training in their own schools. Some of the courses will be award-bearing."

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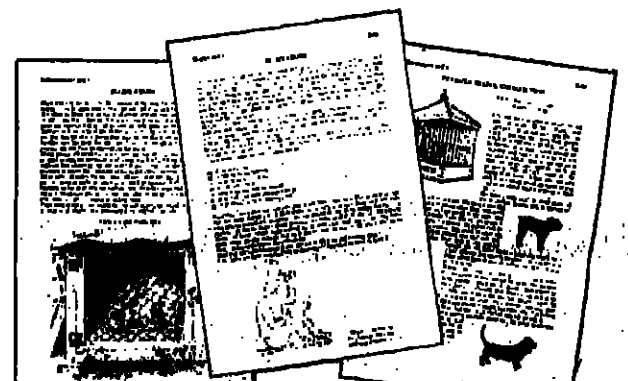
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School to work

Edited by Mark Jackson

Employers and unions, trainers and educators, demonstrated this week that they are united as never before on the objectives of training - and as divided as ever as to who should pay for it, and how. The specific conference at Wembley of the British Association for Commercial

and Industrial Education highlights the obstacles that lie in the path of the Government's new training initiative proposals for modernising apprenticeship introducing universal vocational preparation, and opening up training to everyone.

Tebbit takes dry dig at lofty minds among the locals

Modernizing and improving the training system is a high priority for the new Employment Secretary, Mr Norman Tebbit. In his first public speech since taking over, he outlined to the conference on Monday his approach to both the current issues and to long term policy.

An anxious audience hung on his words: would the Cabinet's carping hardline want to cut away at the consensus for broad and liberal reforms painfully constructed by his predecessor? They were quickly reassured, after a fashion. Mr Tebbit has been able to place the objectives he has inherited on a new and doctrinally damp-proof foundation.

"Labour is a product which needs to be improved like any other if we want to justify a good price for it," he explained.

The three objectives of the new training initiative fitted in with his view of the need to get rid of the rigidities in the labour market, he quickly added. It would pay to correct local organization, something over which there had been little progress. Needs existed to mesh the contributions of education and the training system, and to ensure that decisions were made by those in close touch with the local supply and demand for skilled labour and who knew what training facilities and resources were there.

Many local interests would be involved, but he warned that "sad to say, some people see training as an end in itself - even lofty minds

for whom the idea of training for any such aim as the creation of wealth is disgusting."

Mr Tebbit said that the question of who was to pay for training in future would have to be resolved - but did not hint at his own view.

Despite newspaper predictions - largely inspired by TUC pessimism - that Mr Tebbit would announce a Government decision to abolish most of the statutory training boards, the new minister said that he thought it was now almost certain that boards would remain in some key industries.

The final decision as to which board had not yet been taken, but it would be announced in the coming Parliamentary session.

Local control of new system backed by firms and unions

Local control is now practically certain to be the basis of any reshaped training policy, whether or not it is voluntary. All the major interests involved in training now accept the idea, they made plain - with varying degrees of conviction - at the BACIE special conference.

Some of the big employers - such as the Ford Motor Company - see it as a way out of centrally-controlled arrangements for their industry; and the educationalists want it because it offers a chance of coordinating education and

training closely.

The Manpower Services Commission believes that it is the only way in which skill shortages can be quickly spotted and tackled.

And perhaps of more weight than all the other support, Mr Norman Tebbit, the new Secretary of State for Employment, believes that decisions about training need to be taken by those who are closely in touch with the local labour market and know what training facilities exist, as he told the conference.

Scheme looks for funds

The objectives of the new training initiative will not be achieved unless the Government money and actions to secure employers' participation, said the chairman of the Manpower Services Commission, Richard O'Brien.

In a speech which surprised the audience by its forthright statements of his personal view (the MSC's salutary paper on the MSC's leaves open the question of the Government's role), Sir Richard would lead to a deficiency in quality and quantity of training.

Employers invested in training the expectation of some return, said. While, theoretically, it might benefit from the reduction in inflationary pressures if they tried to prevent skills shortages, in practice they would train only to higher production.

They could expect to get their training was specific to their own firm's need, but the more we move towards providing general and transferable skills, the more likely is unattractive investment in training would become for the individual employer.

Unless the Government takes that it had to support and train training, said Sir Richard, the obstacles that had prevented the move from providing sufficient training in the past would defeat the NT objectives.

The answer was not necessarily for the Government to become a direct provider of training, but there should be "incentives, information, and sanctions" to secure employer's investment in the training of the nation.

Most of the organizations that had responded to the commission's consultative paper had expressed the view that voluntary arrangements alone would not deliver training of the required quality.

The consultations, Sir Richard closed, had not produced any suggestions as to nationally-recognized standards for training which could be agreed and monitored. A lot of work would have to be done.

The need now was to draw up a plan for action to implement the proposals, which should be done only at the centre by the commission, the CBI and TUC, and the DES, but also at various local levels in companies and in districts.

"There is strong support for local arrangements to deliver training and a way related to local education authority boundaries as are the existing area boards said Sir Richard."

It was at this local level that the education service could answer the needs of industry most effectively and that skill shortages could be tackled. Terms and conditions, standards and the quality of expertise in training involved in training were matters which should be governed centrally.

Shadow of 30s over union support for reform

Government economic policies and its effects on the unions were making it impossible for the TUC to get full rank-and-file support for training reform, Mr Ken Graham, the TUC conference general secretary, told the

made insecure by redundancy and unemployment. The TUC wanted to see apprenticeship modernised so that it could be extended to far more occupations. But whatever the Government or employers might think the process could not start with reductions in apprentice wages.

"We are not going to abandon our responsibility to protect the young, over such things as the quality of training as well as pay."

He clearly did not accept that Tebbit's speech meant that a small handful of the training boards would be retained.

"The Government is heading for a training disaster, if it thinks it can rely on the skimpy resources which is trying to squeeze education out of well as the unions out of any way training," said Mr Graham.

Oxford and Cambridge awards 1980-81

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge Universities in the academic year 1980-81 follows in the established pattern. Included in the tables are awards won by both men and women. The totals include awards made at the time of entrance to the university and exclude awards made to students already in residence at a college.

It should be stressed that there are fewer awards available for competition by women and in consequence awards are considered to be more difficult to achieve. This situation has improved considerably in recent years with first Cambridge University and more recently Oxford University making the majority of their colleges open to both men and women. Now women applicants have a much wider choice of colleges and more awards are available to them. The recent changes have left very few single sex colleges in either university.

After the significant increase in the numbers of women winning awards at both Oxford and Cambridge in 1978-79, the numbers have now begun to stabilize. At Oxford 233 women have won awards this year compared with 212 last year, and 251 in 1978-79. At Cambridge the number of women winning awards is slightly down from 139 last year to 137 this year, in 1978-79 the number was 166. Six years ago Cambridge made only 41 awards to women so the recent totals are now becoming an established pattern. Overall this year 19 more women have won awards than last year (370 compared with 351 in 1979-80).

For comparison purposes the totals of women winning awards at either university were 417 in 1978-79, 314 in 1977-78 and only 257 in 1976-77. Oxford University awarded 75 scholarships and 158 exhibitions to women this year. The equivalent figures for Cambridge were 30 scholarships and 107 exhibitions awarded to women. These figures being almost identical to the figures for 1979-80 (30 scholarships and 109 exhibitions).

As a result of the very considerable reductions in restricted awards made by Oxford University this year, the overall total of awards is not surprisingly down from 1706 in 1979-80 to 1649. In spite of this, more open awards were made than in the previous year, the figures being 1636 compared with 1610 in 1979-80. Restricted awards made by Oxford have fallen from 87 in 1979-80 to only three this year. Cambridge has never given many restricted awards and gave 10 this year and nine in 1979-80.

Despite the very small numbers the distinction between open and restricted awards has been retained. The qualifications relating to the restricted awards are many and varied. A typical example is the award "restricted" to a particular school, but there are other restrictions such as the county of birth or residence of the candidate and in some cases restricted to certain parental occupations, most usually to children of clergymen.

The restriction of an award refers only to the limitations of the field of eligible candidates. It does not imply any inferiority of status either of the award or of the successful candidate. Most of the restricted awards originated through ancient benefactions and need considerable legislation to be made before they can be discontinued (if so desired).

This year Oxford awarded two restricted scholarships and one restricted exhibition. Cambridge awarded four restricted scholarships and six restricted exhibitions. In Table 1 results are analysed according to the type of school from which the award winner came. In the case of mixed schools the figures have been divided to illustrate those awards which were won by girls and those won by boys. The school classification still include the Direct Grant category although this has been gradually phased out since 1976.

As the 1649 awards were shared between 578 different schools, it is obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been

TABLE 1

SCHOOL TYPE	OPEN AWARDS					SCHOOL TYPE	RESTRICTED AWARDS				
	Schols.	Exhibts.	Schols.	Exhibts.	TOTAL		Schols.	Exhibts.	Schols.	Exhibts.	TOTAL
G	69	(84)	112	(119)	62	(69)	102	(118)	345	(360)	
I	136	(130)	167	(214)	34	(137)	217	(231)	654	(647)	
DG	81	(102)	106	(94)	97	(78)	119	(110)	403	(384)	
C	49	(39)	83	(47)	19	(23)	53	(47)	204	(156)	
O	5	(3)	6	(9)	6	(10)	13	(13)	30	(33)	
TOTAL	340	(330)	474	(418)	318	(313)	504	(519)	1,636	(1,610)	

The previous year's figures are shown in parentheses.

G - Maintained grammar school
I - Independent school

DG - Direct grant school
C - Comprehensive school
O - Overseas school, other university or tutorial establishment

TABLE 2

OPEN AWARDS

SCHOOL	Oxford					SCHOOL	Cambridge				
	Boys	Girls	Schols.	Exhibts.	Total		Boys	Girls	Schols.	Exhibts.	Total
Elton College	635	-	11	13	9	14	47	-	2	1	3
St Paul's	407	-	7	7	8	6	28	-	1	1	2
Dulwich College	456	-	2	4	6	8	21	-	1	1	2
Charterhouse	336	-	2	4	6	8	21	-	1	1	2
Westminster	280	-	70	4	74	74	5	-	1	1	2
Manchester G.S.	493	-	3	4	6	6	19	-	1	1	2
Winchester College	409	-	3	4	4	7	18	-	1	1	2
St Albans	232	-	2	-	9	6	17	-	1	1	2
Haberdashers' Aske's, Elstree	368	-	75	3	78	78	15	-	1	1	2
King's S., Canterbury	318	-	5	2	4	4	15	-	1	1	2
Lytton Upper	361	-	3	3	4	4	14	-	1	1	2
Bradford G.S.	266	-	23	-	3	3	8	14	-	1	1
Brentwood	361	-	103	2	4	4	3	14	-	1	1
Marlborough College	315	-	1	1	8	4	14	-	1	1	2
Newcastle Royal G.S.	299	-	2	-	2	4	8	14	-	1	1
Sherborne	225	-	7	1	4	1	13	-	1	1	2
King Edward's S., Birmingham	218	-	2	5	2	3	12	-	1	1	2
Birkenhead	308	-	2	3	2	4	3	12	-	1	1
Harrow	210	-	2	1	2	2	6	11	-	1	1
University College S.	230	-	1	3	5	2	11	-	1	1	2
Hampton	300	-	2	4	1	4	11	-	1	1	2
Merchant Taylors', Northwood	261	-	2	2	4	3	11	-	1	1	2
Tiffin S., Kingston	320	-	40	2	2	2	1	11	-	1	1
Wellington College	210	-	2	1	2	2	6	11	-	1	1
Whitgift S., Croydon	230	-	1	3	5	2	11	-	1	1	2
Covey	377	-	86	4	4	4	10	-	1	1	2
Loughborough G.S.	240	-	2	3	-	5	10	-	1	1	2
Shrewsbury	293	-	2	2	1	5	10	-	1	1	2
Tonbridge	320	-	1	2	3	3	10	-	1	1	2
Abingdon	239	-	2	1	4	2	9	-	1	1	2
Aylesbury G.S.	380	-	-	-	3	1	5	9	-	1	1
Bristol G.S.	274	-	41	-	4	1	4	9	-	1	1
Hilary College	253	-	36	3	1	2	3	9	-	1	1
North London Collegiate	-	-	200	-	4	3	2	9	-	1	1
Oxford H.S.	-	-	160	-	2	1	4	9	-	1	1
Rugby	292	-	41	1	4	1	4	9	-	1	1
Clifton College	267	-	3	1	1	3	8	-	1	1	2
Cranleigh	217	-	56	2	2	2	8	-	1	1	2
Eltham College	143	-	6	3	2	2	8	-	1	1	2
Harrowgate G.S.	150	-	170	3	3	3	8	-	1	1	2
High Wycombe Royal G.S.	371	-	1	1	1	4	2	8	-	1	1
King Edward VI S., Southampton	221	-	1	1	1	4	2	8	-	1	1
King's S., Worcester	170	-	42	3	1	2	8	-	1	1	2
Nottingham H.S.	227	-	3	1	2	2	8	-	1	1	2
Oundle	349	-	2	2	1	3	8	-	1	1	2
Queen Elizabeth's G.S., Birmingham	280	-	70	3	3	3	8	-	1	1	2
Radley College	278	-	3	2	2	2	8	-	1	1	2
Sevenoaks	310	-	75	3	3	3	8	-	1	1	2
Tinity S., Croydon	224	-	2	1	2	2	8	-	1	1	2
Uppingham	300	-	50	3	3	3	8	-	1	1	2
Wyggeston & St Elizabeth's College, Leicester	340	-	130	-	1	3	8	-	1	1	2
Ampleforth College	274	-	3	1	-	3	7	-	1	1	2
Bedoules S., Epsom	74	-	76	1	1	1	7	-	1	1	2
Cheltenham & Glouster G.S.	180	-	95	1	-	3	7	-	1	1	2
City of London	240	-	1	1	1	3	7	-	1	1	2
Hills Road VI Form College, Cambridge	200	-	200	1	3	3	7	-	1	1	2
King Edward VI S., Chesham	160	-	12	2	1	3	7	-	1	1	2
Queen Elizabeth's G.S., Birmingham	280	-	70	3	3	3	8	-	1	1	2
Radley College	278	-	3	2	2	2	8	-	1	1	2
Sevenoaks	310	-	75	3	3	3	8	-	1	1	2
Tinity S., Croydon	224	-	2	1	2	2	8	-	1	1	2
Uppingham	300	-	50	3	3	3	8	-	1	1	2
Wyggeston & St Elizabeth's College, Leicester	340	-	130	-	1	3	8	-	1	1	2
Ampleforth College	274	-	3	1	-	3	7	-	1	1	2
Bedoules S., Epsom	74	-	76	1	1	1	7	-	1	1	2
Cheltenham & Glouster G.S.	180	-	95	1	-	3	7	-	1	1	2
City of London	240	-	1	1	1	3	7	-	1	1	2
Hills Road VI Form College, Cambridge	200	-	200	1	3	3	7	-	1	1	2
King Edward VI S., Chesham	160	-	12	2	1	3	7	-	1	1	2
Queen Elizabeth's G.S., Birmingham	280	-	70	3	3	3	8	-	1	1	2
Radley College	278	-	3	2	2	2	8	-	1	1	2
Sevenoaks	310	-	75	3	3	3	8	-	1	1	2
Tinity S., Croydon	224	-	2	1	2						

Schools face curbs over dropouts

WASHINGTON: New York State is taking a step towards solving the chronic problem of high school dropouts.

Nationally the dropout rates for high school students remain virtually the same as those of a decade ago. Among whites, 75 per cent of graduates from high school, while only 56 per cent of blacks and 54 per cent of Hispanics complete their high school education. In New York city alone, almost one out of every two high school students drop out before graduation.

The new standard, which has been adopted by the New York Board of Regents, the state's education policy making body, on a tentative basis for the current school year, will require all of New York's state's estimated total of 1,300 public and private high schools to maintain a student retention rate of at least 90 per cent.

Schools failing to meet the new standard would face the possibility of losing their certification, the official state approval which gives schools the power to grant diplomas. The Board of Regents claims that the new regulations will force school systems to look at the dropout problem more seriously.

"We are taking the question of accreditation seriously and you can't take it seriously without standards," Dr Kenneth Clark, a regent from New York city, said.

Two years ago, in an effort to improve the

quality of education in the state's schools, the Regents adopted a "competency requirement" which requires at least 85 per cent of a school's seniors to have completed all competency test requirements. By linking the new standard to the competency requirement, the board hopes to strengthen the overall performance of high schools which are being reviewed for registration.

"Since some schools could conceivably meet the 85 per cent competency requirement by encouraging poor students to drop out, the combined measure of a school's effectiveness will present a more realistic appraisal of the school's academic performance," according to the board.

The new standard will force many schools to take immediate action to combat the problem of high school dropouts. According to Dr John Murphy, assistant commissioner for elementary, secondary and continuing education planning, a recent sampling of 180 schools in rural, urban and suburban areas of New York state revealed that 25 per cent of the schools were not in compliance with the student retention requirement.

Schools which have not kept their dropout rate at less than 10 per cent will be required to submit a plan to improve student attendance to the Commissioner of Education and work with the state education department to implement it before the school could be registered by the state.

School truancy is another problem which is

receiving renewed attention. Nationwide, on any given day, one in 12 students is absent from school, and in New York city and Boston, one in five children play hooky daily.

In Nashville, Tennessee, children and parent volunteers phone the homes of absent students. In Louisville, Kentucky, free hamburgers and tickets to college football games are given to students with good attendance records. And in San Diego, one high school has come up with an innovative plan which has reduced the truancy rate by approximately 12 per cent.

State education funds are allotted to schools on the basis of average attendance records, and last year's high truancy rate at Memorial High School, located in a poor district of San Diego, cost the school \$132,000 in state funds. This prompted the school principal, Mr Robert Amparan, to implement a plan which awards students 25 cents in credit, up to a monthly maximum of \$5 for each day they attend classes.

The money is credited on a punch card which can be used to buy paper, pencils and other school supplies in the school store.

As school systems across the country find themselves increasingly dependent on state funding due as a result of cuts in federal spending on education, more and more schools will be forced to find new approaches to dealing with the related problems of truancy and high school dropouts.

S. Africa/John Kane-Berman

Funding sanction against race mixing

JOHANNESBURG: A sword of Damocles will shortly be hanging over South African white private schools that admit blacks.

In terms of the Financial Relations Amendment Bill, debated in Parliament in the first week of October, the Minister of Internal Affairs has taken the power to reclassify as black any white private school that opens its doors to blacks.

Two likely catastrophic effects of such reclassification appear to be that the school would have to vacate its premises in the "white" areas and move to a group area set aside for another race, and that it would find itself receiving the inferior financing which African, Indian, and so-called "coloured" schools receive.

The Minister, Mr Chris Heunis, also re-iterated that government schools would not be allowed to admit blacks, so dashing hopes that this long-standing policy would be relaxed.

The background to Mr Heunis's Bill is that a growing number of private schools, with the Roman Catholic institutions in the lead, have been admitting blacks in recent years. In the conservative Transvaal province in particular, this has been done in defiance of government threats to de-register such schools.

The schools in question have avoided publicizing their stand in fear of provoking the Government into carrying out threats, but they have told ministers in personal interviews that they will not be stopped from barring blacks.

This much the Government appears to have very reluctantly accepted. Mr Heunis's Bill gives to administrators of the four provinces the power to approve black attendance at private - though not government - schools in certain circumstances.

But opposition parliamentarians suspect that the Minister's decision to take the power to reclassify such schools is intended to warn them to keep black numbers down to a "few tokens".

A Nationalist Party MP said during the debate on the Bill that the Government believed in separate schools for each race group and that private schools that admitted other races had to be controlled.

Prince Gatscha Buthelezi, Chief Minister of KwaZulu, said: "The Government is in a cleft stick in the sense that there are now black diplomats in Pretoria, all of whom have children that must go to some of these white private schools." He described the reclassification provision as a "sword of Damocles", adding that "most bodies which control white private schools will be too frightened to risk their schools being declared black, coloured, or Indian."

Chief Buthelezi said: "This may have the effect of further reducing the already minuscule opportunities which blacks have of taking a few black children to such schools," condemning the bill as "primitive".

Chief Buthelezi also pointed to the underlying purpose of the Government's continuing policy of apartheid in education when he said that the Pretoria ideologues "would consider contact of children of all races at school level as the Achilles heel of their apartheid policy. It would rob it of its mystique."

Observers say that only a small minority of the schools for whites in South Africa are private, so that the amount of integration at school level is in any case likely to remain extremely limited.

Mr Heunis's Bill was correctly regarded by observers as an indication that the Government would treat extremely variably on implementing any of the comparatively enlightened recommendations of the report of the De Lange Commission on education, which have just come before Parliament.

Grenada has reformed its schools. Richard Garner reports Revolutionary changes



Grenada: until recently it had a neo-colonial education system.

The tiny Caribbean island of Grenada has a population of roughly half that of an average local education authority in Britain.

However, its education system has undergone radical changes during the past two-and-a-half years, since a coup led to a Marxist government taking over from a Prime Minister who was more interested in pursuing a fanatical interest in flying saucers than running his own country.

Mr George Louison, Education Minister in Grenada during the first 30 months of the People's Revolutionary Government - as it is called - was in Britain recently for the Labour Party conference, to expound on his government's education policies.

The country has a population of 110,000, of which 28,000 are of school age. It has 66 primary schools, 15 secondary schools, two technical colleges and about 70 pre-primary schools for children aged between three and five.

The incoming government, led by Prime Minister Maurice Bishop, a 35-year-old former London School of Economics student, set itself four education goals: 1. a major teacher training programme; 2. a review of school curriculum to make it more relevant to the needs of Grenada's economy; 3. improvement of relations between the school and the community; and 4. the development of a programme of life-long education.

Mr Louison said: "Under the old government, we still had a neo-colonial system of education - our examinations were based on GCE O and A level. If you studied chemistry, you would learn chemistry as applied to the coal industry or other things which are relevant in Britain. We want to learn about nutmegs and cocoa and the type of things that we can produce."

Australia/Bill Purvis

Teacher shortage fears after 'glut' of the 70s

SYDNEY: After some years of a teacher glut in Australia it now seems possible there may be an embarrassing shortage within a few years.

The glut emerged in the late 1970s when the effects of stagnant enrolment figures began to show up in pupil numbers. Falling birth-rates and lower immigration numbers in the wake of economic depression were the underlying factors.

But governments and education departments were not prepared for the sudden flattening-out of a steeply rising curve in student-teacher numbers over the previous 30 years.

In 1970 the brakes were sharply applied and instead of recruiting hundreds of teachers from overseas, education departments turned away graduates from teacher training colleges.

Estimates of the pool of unemployed graduate teachers currently vary from 5,000 to 20,000 accumulated over the past three or four years in all states.

Now an academic researcher has produced a study showing that cuts in student teacher intakes may have been too savage, based on an over-optimistic prognosis.

Dr Gerald Burke of Monash University in Melbourne says there has been an unexpected surge in birth rates in the past few years after more than a decade when it fell. There are also signs of rising immigration coupled with an unexpected increase in

"We have had an education system equipping people for export. Many, many of our qualified people have found they cannot work in Grenada. They have been trained in skills which are needed elsewhere."

"We are about to set up a national testing board. However, at the moment, we still have the British examinations - O levels - in our system."

One of the biggest expansion programmes put into effect by the new government has been in supplying opportunities for children aged three to five to go to school.

"Women have become very active in our society since the revolution," Mr Louison said, "and we now have more preschools than primary schools. Additionally, we have also developed a programme of providing nurseries - and all this has helped to assist the working mothers to play an active part in our society."

The commitment to providing continuous education has led to new efforts to wipe out illiteracy in the island. "There wasn't a major problem of illiteracy in terms of a large percentage unable to read or write," Mr Louison said.

"However, there was still a fair amount of functional illiteracy. Our research showed as many as 35 per cent fell into the category of people that could read or write but had not had more than two or three years at school and then dropped out. They didn't use what literacy skills they had."

"Now functional illiteracy is virtually wiped out - less than 2 per cent. This has been done with the teaching adults in the afternoons and in the evening through volunteers who were either students or teachers taking on people - much of the time in one-to-one groups."

The other two major items in the new government's programme were

improving links with the community and setting up a new teacher training programme.

"We deliberately started a programme to bring the school and the community closer together by closing down the schools for two weeks in 1980," Mr Louison said. "During that time, parents were mobilized to repair the schools."

"Each school got some kind of repair done to it. The work done by the parents saved two million dollars on our labour bill. We provided the materials and spent half a million dollars on paints and materials. They repaired faulty water systems, broken toilets - that sort of thing. That kind of action represents our thinking. We are now beginning community education councils where various people in the community can sit on them and assist in ensuring that the school is well kept and has the basic facilities."

Teachers in Grenada have one day off a week to attend a teacher training programme if they are not fully qualified and during that day those left behind - less than half the teaching force - are helped by parents coming in to their schools to supervise the children.

The coup which led to the present government taking control was carried out while the former Prime Minister, Sir Eric Gairy, was out of the country - and was almost bloodless. One policeman was killed.

Grenada maintains that it will stick to a non-aligned policy in international affairs - although there has been growing Western concern over the fact that Mr Bishop, the Prime Minister, has not set in motion a pledge to hold elections that was made when the new government came to office. However, at the Commonwealth Prime Ministers' conference, he said that the first elections could be held next year.

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Racial problems have developed in Alaska. Frank Pedley reports Natives out in the cold

Alaska, the Eskimo's "Great Land" with a population smaller than Bradford's and a territory larger than France, Italy and Greece put together, would once have been thought inaccessible and unknown. But all has changed all that, and the embarrassment of riches which dogs all oil-rich territories leads all too often to squallid squabbles in the State capital, Juneau, a miniature San Francisco with the added beauty (and climate) of the English Lake District.

But in this land of literally golden opportunity, which exudes an unusual patriotism, there are intractable racial problems in the schools. America appears to have solved its dispute with the Indians, following the Alaska Native Claims Settlement Act of 1971, which led to the establishment of 13 Regional Corporations owning large tracts of territory and giving their substantial revenues to assist in training and educational programmes.

But paradoxically, the emergence of the Corporations has led to a burgeoning of native pride which, in some areas, has led to a demand for a separatist policy in education at the very time when opportunities for native are better than ever before. Talking to officers of one Corporation, one sensed a deep-rooted belief that the past, of which there are

bitter memories, should not be buried but used to create a unity which might otherwise crumble in the face of western civilization.

The word "civilization" might, indeed be questioned by such men as Leonard Hamilton, training director for the Cook Inlet region, based in Anchorage. He recalls that his mother, an Eskimo, was taken away from her home at an early age and not allowed to return until she was 13 - and all in the name of the Christian religion, for the state has long ago been carved up into zones of influence by the Episcopal, Roman Catholic, Moravian, and Quaker Churches.

Not until a native Alaskan, Molly Hooh, filed a successful suit demanding the right to attend a High School in her home town, was the practice brought to an end. As a result, high schools, even for small numbers of children, had to be provided.

Unfortunately, what was hailed as a great victory for Indian culture has in some areas more than others, proved to be a disappointment. In the southern panhandle of the state the Tlingit Indians have integrated happily with the white population, and their Native Corporation, sea-laska, employs whites as well as natives. Only in the downtown cafes of small cities along the Inside Pas-

sage route is one reminded by the occasional drunk that the legacy of white influence amongst the Indians is a serious alcoholism problem.

But in Anchorage, where the immigrant white population is concentrated, with the result that only 8 per cent of the total is native, the struggle to defend native culture is a constant battle. Where western habits predominate, native habits and practices are all too often despised. In consequence, expectations of native pupils are low and dropout rates abnormally high. Leonard Hamilton felt humiliated by the knowledge that when eventually he reached the University of Alaska, the President of the University put out an order which was intended to mollify native sensitivity by ensuring that no native students would fail to graduate. "I was never expected to do well", he says.

This year a determined effort has been made to create an alternative school system which would "focus on building up pride and cultural identity", teaching among other things hunting, the smoking of fish, and skinning deer.

Even in the second biggest city of Fairbanks (15,000 population), Pat Marco of the Native Culture Programme does not favour the separatist plan. She seeks to retain for the native child the option to go



Eskimo children search for identity on 'college' or to return to his village - and to retain his identity in either case. But she does not underestimate the problems encountered by the successful children, who in (red on the outside, white on the inside) or "white Indians".

Letters

Sir, - Last week's headline "Children produce better work in class while sitting in rows" (October 2) was an unfortunate transposition of words. Sandra Hempel's article opens with the observation "children work better seated in rows..." which has an altogether different meaning.

The research by K. Wheldall *et al* compares the amounts of "on task" behaviour exhibited by children in two different seating arrangements. Dr Wheldall does not use the term "work" but defines "on-task" behaviour as "compliance with teacher's instructions, eye contact with the teacher when requested, eye contact with their textbooks, and materials when asked to get on with their set work."

There is little doubt as to the importance of ecological factors in the classroom, but I would question the ability of a study of this type to provide the kind of evidence on

Doubts on whether children work better seated in rows

which teachers should base their decisions on the behaviour which should be encouraged in the classrooms.

RAY BARR,
Headmistress,
Finstock CE School,
Oxford.

Sir, - As a new season of education research seems to be approaching, "Children produce better work in class while sitting in rows" (October 2) - I feel I must acquaint you with my own startling conclusions in this field.

Last year I was able to show the interaction of body hue modification with the educational situation that pupils' performances in an NFER maths test were considerably improved if their heads were painted green, whereas a deep maroon tended to improve grammar and spelling. An improvement in religious-behavioural role play resulted from colouring pupils' heads in alternate bands of gold and blue.

MICHAEL HURDLE,
6 Portugal Road,
Woking, Surrey.

Sir, - Those of us who view the "Back to Basics" movement with dismay see yet another version of it (October 2). For the reaction to the modest changes in primary education in recent years not only challenges curriculum values but also the method and organization.

Following close upon the alleged and amazingly newly-discovered virtues of class-teaching we now have the amazingly unsung potency of sitting in rows.

I just wish these respective bodies of researchers could have been active

in the good old days when they would have had a grand time proving how wonderful the education system was - with its armies of successful children advancing proudly through the pages of scholarship.

What has been fundamentally missing is any concept of how children grow, how the brain develops, how learning best takes place, the very nature of childhood. Of course, sitting in rows for some kinds of lessons will generate more "work" but may not more actual learning have occurred from a similar time spent totally unsupervised?

Let us not delude ourselves into believing that by instituting education as schooling we have thereby created learning.

M. BENFORD,
Hill Cottage,
Lewknor, Oxford.

The question of selection

Sir, - In her letter "Rose-coloured picture of comprehensive progress" (September 25) Caroline Benn states that "unofficial selection takes place in comprehensive systems, often by misuse of the mechanism of parental choice. This selection is possibly the most serious precisely because it is the most hidden." May I invite Mrs Benn to tell us with greater clarity what she means and in so doing to deal with the following matters?

Does she wish to limit or deny the right of parental choice? Very large numbers of people see the right to determine the nature of the education of their children as one of the most fundamental of all human rights.

The law in England places a duty on parents to see that their children receive education suitable to their age, aptitude and ability. (Section 36 Education Act 1944). Will Mrs Benn's proposals make it more difficult for parents to perform their duty?

Her letter concludes with the view that all selection will eventually be

phased out "by popular opinion". I think it more likely that the view contained in a 1958 White Paper will prevail: "No matter how secondary education is organized, there must remain a substantial element of selection, in the broadest sense of the word, if we are to do justice to the different needs of individual children."

DUDLEY FOX,
Chairman,
National Education Association.

Sir, - Caroline Benn (September 25) may be right about the slow progress of comprehensive education, but she is wrong in saying that if statistics on the amount of places at independent schools purchased by local and central governments were available, selection would shoot up to 10 or 15 per cent in many areas and that the number of such places has increased over the past ten years.

Statistics are available from the Independent Schools Information

Service on the number of places bought at 1,000 and more member schools which take part in our annual census.

These show that the number of "selective places" paid for completely, or in part, at the former direct grant schools has decreased from nearly 34,000 in 1975 to 11,000 this year. The number of places bought by central and local government (often selected on grounds of boarding need or sometimes religious preference) has declined from 18,600 to 11,500.

The assisted places scheme will contribute to restoring the status quo of 1975 but it is unlikely to increase the amount of selection over the decade which will decline further in the next two remaining years while the last vestiges of the direct grant are being phased out.

TIM DEVLIN,
Director,
Independent Schools Information Service,
London SW1.

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Whole picture

Sir, - Sandra Hempel's report (October 2) on the National Deaf Children's Society's conference on FE for the hearing-impaired only gave part of the picture.

Conference was strongly critical of the lack of FE provision for the hearing-impaired in many areas and urged the Government to issue guidelines to all local education authorities to ensure adequate provision - if necessary, based on present FE facilities.

In many cases, hearing-impaired students could be integrated in courses already in existence for hearing students with appropriate support services from teachers of the deaf.

Contrary to Sandra Hempel's suggestion, conference overwhelmingly rejected the call "to make the disabled the first priority for employment." Indeed, we seek improvements in FE provision so that the hearing-impaired can compete for jobs within the range of their acquired skills, though a greater understanding by prospective employers is called for.

TERRY CLYNE,
The City Lit
Centre for the Deaf,
London WC2.



Part of the cartoon from the TES October 2

Learning a lesson in French

Sir, - The cartoon strip *In France* may well be as lively and humorous as your reviewer says (October 2) but I question the usefulness of language like "le moussa est délicieux" since the range of situations in which one needs to say "the cabin-boy is delicious" is (mercifully) limited.

Perhaps someone ought to tell the publishers - and whoever selected the extract for reprinting in the TES that the gony stuff is "la moussa". STEPHANIE RYBAK, 45 Regency Court, Witleigh Rise, Brighton.

No reselection

Sir, - Tam Dalyell suggests that "head teachers should face reselection the same way as Labour MPs" (May 29). While many of us would accept the first part of his proposal I doubt whether any of us would wish on even the most incompetent head, the traumas of grassroots selection that many Labour MPs are presently experiencing.

In fact, Tam Dalyell appears to ignore the process of reselection that already takes place. Very few heads retire from the same post as that to which they were appointed 25 years earlier, since most make considerable and successful efforts to secure a second, and often a third, headship before they are finally put out to grass. I wonder how many of the "long-stayers" have become of the "Mr Chips" of their schools through circumstance rather than intention.

The problem, of course, is the perennial one of age. If you become a head at 40, you cannot really consider looking for another post inside seven or eight years. And not every board of governors is anxious to appoint a man or woman approaching fifty when there are plenty of lively and talented young 40-year olds available.

Surely what Tam Dalyell should have been arguing for is a properly structured education service which makes it possible for a talented head of department to enter teacher training, or an experienced head to enter administration, without having to jeopardize his mortgage as a result

of the salary differential each will have to face.

ALAN McMURRAY,
Principal,
Hind Leys College,
Loughborough, Leics.

Real pleasure

Sir, - The question of pleasure in literature is not as clear-cut as Mary Warnock implies in "Novel Pleasures" (September 25). It deserves a full discussion but here are just two modifications I should like to suggest.

It is true that Trollope thought that novelists must please but he also thought that that was only a part of their function. "The object of a novel," he stated, "should be to instruct in morals while it amuses."

It's true, too, that some children are turned against reading by unsympathetic teaching. But I know from experience that others have been led to the enjoyment of reading by good teachers, who may have had to exercise compulsion to begin with.

D. HAWES,
Department of Language and Literature,
North London Polytechnic.

Manchester reply

Sir, - I shall not deal in detail with the point made in the three letters about the Manchester scheme for reorganisation (October 9). Most of them were not new and were fully

dealt with in the documents which the authority submitted to the Education Secretary in April.

There are, however, four new points to which I would like to refer briefly. It is alleged by a teacher who retired in April 1980 that there was inadequate consultation and that the teachers' unions were forced to support the scheme out of fear. This is refuted.

It is alleged that the wishes of parents were ignored and that a petition opposing the scheme attracted 50,000 or 70,000 signatures. This is untrue.

It is alleged that I, as chief education officer, was forced by political pressure to abandon my professional judgment. That is not what happened.

As for possible litigation the question is that of the exercise by the Secretary of State of his powers under the 1980 Education Act. The Secretary of State called in the authority's proposal in January 1980. Since then he has not communicated with the authority though according to various press reports he has been and continues to be in touch with some of the objectors.

If litigation becomes necessary it will be because the authority are resolved to test the powers of the Secretary of State under Section 12 of the 1980 Education Act and, in particular, the way in which these powers have been exercised in regard to the Manchester proposal.

DUDLEY FISKE,
Chief Education Officer,
Manchester.

The 'banned' Thames play

Sir, - May I comment on the letters from Peter Newsam, Education Officer, ILEA, and Peter Scroggs, Executive Producer, Thames TV Schools, (October 9) about the banning of my play, *A High Priority*.

For my part, copies of my play and of the relevant correspondence were given to your reporter; what I write can be checked. Mr Scroggs seems disingenuous. He wrote to me: "We have approached ILEA (normally the most helpful of authorities) for permission to film background scenes in a school. Having read the script, the responsible officers were unwilling to give co-operation."

In his letter to you he writes: "The responsible officers made it clear that in view of the controversial nature of the play they could not allow access to our cameras unless the parents of every identifiable child had given approval."

Newsam writes only that: "If children are to be filmed at an identifiable ILEA school for a dramatic production we expect parents to be asked whether they agree."

Nothing in that about a controversial play; he seems to be describing common practice. Moreover, there are only two scenes of the play in which children who are not actors are seen, and both are shot from a distance. There is no reason why either the children or the school should be identifiable.

Mr Scroggs writes that I "was most reluctant to make certain changes in the script" which portrayed "black/white relationships" . . . "in entirely negative terms". I was asked to tone down language, and did so, clarifying a point unclear, and did so. I was asked to make two further changes. A white girl, still at school, is pregnant by a slightly older black boy - a bright boy who intends to get to university. Against all advice, she insists on having the child. Her father (unemployed, working-class and racist) is angry at the colour of the child, angry at being kept awake at night by its crying, and throws her out.

She moves in with a girl-friend, and the girl's landlord, to get her out of the house. She threatens to inform the National Front that a white girl with a black child is living in the house.

Her social worker finds her a place in a homeless families hostel, where her mother (who is not racist) comes to visit her, bringing groceries. Eventually the girl and her child are rehoused. The black boy (sympathetically presented throughout) comes back, and wants to take his share of responsibility. She refuses; the child is hers, since it's she who insisted on bearing it, and anyway "you're out of my class now. You're going to be a manager."

I was asked to make the father "less of a stereotype". Since he only spoke one line in one scene, he could hardly be anything else.

However, I agreed with the director that we need not see the father, only his hand, and this seemed to satisfy him. And I was asked to cut the reference to the National Front, and refused to do so. So I made some changes, but not all. A dramatist has that right.

Now for the facts. I was commissioned to write a play. I discussed several themes with a CSE (English) class, boys and girls of various races at the Quinton Kynaston School, and found that they responded strongly to one, so I decided to use it.

I told my producer what I proposed to write, and he approved and introduced me to a social worker of the Borough of Camden, who was a great help to me in my research.

The play was accepted and paid for - so that I no longer have any rights to it. Mr Scroggs, who nursed it, seems, these deliriums made no other communication with me but to announce that he had appointed a director.

Filming was to begin on August 10. On July 6, the day before I was to leave for a fortnight's holiday, I met the director, discussed casting and finalised the text. On July 21, I returned from holiday to find waiting a letter from Mr Scroggs to tell me that he had decided to postpone production. "Postpone" is an easy word.

My play was one of a group of three on a general theme. Another play had already been commissioned from another writer, and my play withdrawn from the publishers. Hutchinson. "Postponement" meant, in effect, cancellation.

What is finally sickening is the hypocrisy. I am a producer of plays for television, but hope never to be have in such a way.

Suppose Mr Scroggs or any of his staff had come to me and said: "Look, since we accepted this play, back at the end of February, the Brixton Riots have happened, and even while you were on holiday, there were riots in Toxteth and Manchester. We're frightened, and so is the ILEA. Let's sit down together to see if we can resolve our fears. Please help." Then we might have come to some agreement. But that never happened.

JOHN BOWEN,
7 Sydney Place,
London SW7.

Political will

Sir, - The present controversy among members of ILEA on the possible indoctrination of pupils seems to show that London educational politicians always run true to form.

One is reminded of the exciting times in the 1870s and 1880s when the London School Board was accused of indoctrination by the Labour movement because of the introduction of military drill and cadet corps into schools.

On other occasions Conservatives have been aggrieved. In November 1906, the Progressives lost the London County Council elections be-

cause Conservative councillors had found Socialist Sunday Schools taking place in LCC schools and schoolchildren singing the Red Flag.

The proposed ILEA appointment of an "authorized member for political education" does appear to be an innovation and teachers may well feel that it touches on areas of their professional competence. To argue that the majority party is determining policy may not be sufficient.

One can now foresee a situation where, as in Austria and West Germany, we have to have a proportional representation of every political party on every conceivable committee and instance in public life.

GARETH BEAVAN,
Chairman,
The Politics Association.

Happy times

Sir, - Having read Anne Willer's article "Poor Showing" (September 25) I felt impelled to write about my own experience at the London School of Economics.

I have just, as a mature student, completed a one-year postgraduate diploma in social policy and administration.

I got a tremendous amount out of my year at the LSE and have no regrets about having foregone a year of potential employment to undertake it.

JEANNETTE SIMPSON,
56 Greenacres,
Shoreham-by-Sea,
Sussex.

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Talkback

Untapped source

Jean Pritchard

There can be few comprehensive schools without some sort of social education provision on the timetable, even if it's only a six week crash course where drugs information sessions jostle for priority with sex education. Certainly, there are many exotic titles - "design for living", "school, world and community" and we have added another to the growing list with the "Caldicot School Socialization Project".

All too often social education, whatever it is called, is seen as irrelevant by pupils, to say nothing of the groan it may raise in the staffroom. At Caldicot we have tried to make it relevant and a real force for behavioural modification, and to do this it has for some years been timetabled for an hour a week throughout the school.

Ours is an area, close to the Llanwrthwl Steelworks, where economic pressures are being felt all too painfully with the inevitable repercussions of teenage delinquency and social alienation. We have our share of fed-up kids leaving school with little hope of getting a job and it was partly to counteract the effects of their disillusionment that the school, local police, the probation service and social services introduced the project into our fifth year of two years ago.

As had been expected there were teething troubles, mainly in finding sufficient suitable manpower. Experienced social workers, who had previously excelled with small groups or delinquents, found themselves unex-

pectedly at a loss with groups of "Design for Living" pupils, definitely of the less academic range. Teachers found it surprisingly difficult to discard their academic "hat" and more than one policeman wished that he could resort to the old remedy of "Move along there, please".

Nevertheless, it is significant that police records for the area show that in spite of a rise to almost double figures in criminal offences between 1976 and 1979, since the project started the figures have been halved. There seems to be a greater spirit of co-operation and community concern in the school.

It is, of course, difficult to make objective assessments of the part played by the scheme but it is certain that young David Bloggs in 5M would have faced exclusion at some point during the years had it not been for the change in attitude brought about by two volunteer social workers. It was an improvement which spilled over to the school staff working on the project who had previously been hampered by the hat of authority.

The odds are also high that Bill Bothamly, Probation Officer, would have had some seven or eight of our senior pupils under his supervision. Since, at present he has none, he considers his time well spent!

Certainly, the evidence has been sufficiently encouraging to gain the support of further volunteers; local clergymen have joined our team and we are beginning to realize that there is a great, untapped source of potential skill in the community and among parents. Our most recent recruits range from a very busy fire officer to redundant steelworkers who seem likely to find their new interest a lifeline in the battle against the boredom of unemployment.

Next year, we plan to assign an

adult leader to each group of ten pupils. There will be in lessons during the half-year or so, ranging from "family relations" to "drug dependency". Because our leaders are not short of expertise or contacts and when it comes to group leadership it does not matter what you do for a bit as long as you have a genuine concern for other people and you're like kids.

Of course, this is not likely to prove a panacea for all our problems, but in our comprehensive schools, wherever they are, we no longer afford to ignore the signals. It is the self-same boys and girls who sit in our classrooms apparently accepting with stoical patience the doses of knowledge try to dish out to them who play in Tootsie and Brixton with the petrol bombs and bricks to make their own authority.

It is at least a possibility that some of the youngsters of Caldicot will be beyond the helmets the faces of Keith and Lyn and Chris as they give them reason to pause for a moment because they have had another way of expressing themselves.

One thing's for sure - to get our present difficulties we have not prepared to change some of the traditional ways and attitudes. We do not survive by burying our heads in the sand and waiting for the tide to turn. The problems have to be met and the scene set for open discussion. Above all the figures of authority, policemen and teachers must be prepared to show that they too are real and afraid, not as board figures on the coconut shy.

Jean Pritchard is deputy head of Caldicot Comprehensive School, Gwent.

Ignored and rebuffed

Ann Morris

Earlier this year I completed a Post Graduate Certificate of Education course, as a mature student. I have done a wide variety of work in my life - the most eminently forgettable being in a factory producing chocolate bars. Comparing the conveyor belt of the factory with that of the PGCE, I think the factory has the slight edge: its end product was edible.

The PGCE course has not prepared me to be a teacher, at least not in the usual sense of the word. It has been an induction into the smug, insular, stratified and self-contained little universe of the "school". That respect alone the course was successful. School as I experienced it this year is as much an abomination as it was when I was confined there almost 20 years ago.

In my own college the staff are dedicated, egalitarian and principled. So, too, are many students, fiercely dedicated to the notion of equality and opposed to discrimination in any form. By what alchemy does this authoritarian megalomania?

The PGCE course is too short by at least one year. Most PG students have proved an element of intellectual competence by the acquisition of a degree. This does not mean of course that they are automatically competent to teach, which is why they are undertaking a PGCE course.

Their teacher training, however, is in the main subordinated to a persistent emphasis on the academic requirements of the course. Those responsible for establishing and validating the curriculum seem much more concerned with maintaining the academic reputation of the institution than with the task of producing competent teachers.

Instead of learning how to teach with all its concomitant nuances, policies and techniques - this student is

faced first and last with a barrage of written work, which seems designed to ensure that her university did not make an appalling blunder in awarding her a degree.

She must cope with a flood of essays, assignments, method and subject investigations, projects, educational theory and practice, audio-visual aids programmes and a multitude of options. When this is combined with actual teaching practice, one year is totally inadequate to assimilate everything.

Just as the student has become immersed in the implications of the 1944 Education Act or the intricacies of the overhead projector, she finds herself catapulted precipitately into the world of the school and commanded to teach. The shock is exacerbated by finding oneself on the lowest rung of the educational ladder.

The rigid hierarchical structure of the school, which PGCE course does not emphasize, is only paralleled by that of the medical world. However, at least the medical student is entitled to adequate training facilities even if he is taught that the consultant (like the headmaster in school) is God's local representative on earth.

The trainee teacher enters a world where she is under constant scrutiny by staff, pupils and supervisors. She has to learn the written and unwritten rules (damned be the student who uses staff member's personal cup or chair). Most members of staff wear a veneer of tolerance which only thinly disguises a contempt for sensing.

The college rarely warns the student of possible antagonism between teachers. Since the student is usually ignored and often rebuffed by teachers in the staffroom, she has to rely on anecdotal advice from other students or lowly probationer teachers.

In my last school, for example, the head of RE was a radical supporter of the multi-ethnic approach. The dame, however, was a fundamentalist Christian, whose garbled

that Muslims worshipped a minaret. The intellectual and diplomatic somersaults required in dealing with these mutually suspicious individuals proved too much for me. Inevitably, the college blamed me for being unable to find a working relationship with the department.

The most farcical aspect of the course is the visit of the supervisor who judges one's abilities on a basis of one or two lessons. (Like she has knifed the head of Department, or swears the class pet will be a textbook on aggression, the student is unlikely to fail this ordeal.) The experience is designed to show the college is maintaining its standards, not that the student is coping with a multiplicity of tasks at the same time.

The PGCE course is totally inadequate. At the end of it, the student is still on the lowest rung of the ladder. She is now a probationer, and being watched even more closely by staff to ensure that she is not retained any "wishy-washy" ideas from her college course.

The emphasis should shift away from the student's already proved ability to write essays on social studies or geography, to an understanding of the children under her care, their future, and the should last for two years, and should incorporate continuous links with a school of schools, so that the student can establish a relationship which has some degree of cooperation and status.

She should not be treated as an imposition, but someone who has something to offer. If she is treated as a temporary staff member, then she may be in a position to treat both pupils and incoming students with a greater degree of humanity and understanding than is displayed at present.

I am now a fully qualified teacher, possessor of a certificate and DES number. What a joke. I would not impose myself on a bunch of laboratory rats, and if there is an analogy there with the school system, I leave that to the reader.

Modest demands

In the first of a new series which looks at the 'contracting curriculum', Colin Ward puts the case for the retention of a subject which 'depends on resourcefulness rather than resources'

A decade ago there were friendly arguments between those who conceived of environmental education as one aspect of many subjects in the curriculum, and those who envisaged environmental studies as a subject in its own right, an expansion of the old rural studies.

They argued that, school politics being what they are, the only way for the subject to achieve parity of esteem and its proper allocation of resources and teaching time, was for it to have an "academic top" with an A level. After a great deal of work, careful syllabus construction and much lobbying, they persuaded three of the examination boards to offer A levels and there are, of course, the concomitant O level and CSE provisions.

Few people in those expansive days envisaged the changed educational climate that a decade would bring, and there is something odd about this, when you remember that the famous Blueprint for Survival, with its call for zero economic growth, appeared as the January 1972 issue of *The Ecologist*, and that those who felt ours was an over-crowded planet were at that time calling for parents to Stop at Two, without predicting how educational administrators would cope with falling rolls.

As things have turned out, it is the specialist approach to environmental education which is most vulnerable to being chopped and trimmed as an allegedly "fringe" area of the school's work. Even in the affluent days, it was not unknown for schools to return the subscription renewal form for the *Bulletin of Environmental Education* with the words "Mr X has left and we no longer have environmental studies."

Those who pursue the study of the environment as an aspect of geography, biology, history, English or art, have less to fear, simply because of the strength in the pecking order of their traditionally established subjects.

The most serious threat has been that of field centres and their more recent offshoot, urban studies centres. Invariably and correctly, the affected staff point out that the buildings

themselves can't just be left to decay and vandalism. Nobody wants to buy them, and the cost of maintaining them empty and useless is not all that much less than the cost of having them full and useful. At the users' end, one of the first things to be lopped is expenditure on the field trip, the hired coach, the minibuses.

People like me have always claimed that you don't have to go to Wales to investigate the environment and that there are marvellously instructive environments down the road from the school, if you know how to use them. But the fact remains that the study of contrasting environments is important, and one bargaining counter is that it is a requirement of the fieldwork component of some GCE geography syllabuses. As every teacher knows, the field trip is an important bonus in cementing relationships within the class and changing relationships between pupils and teachers.

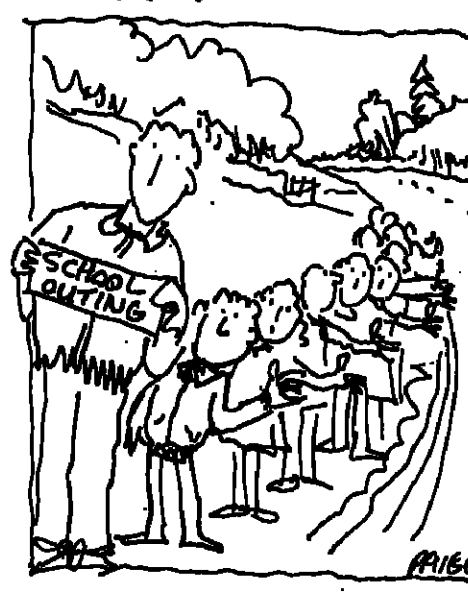
Every now and then we hear of fruitful exchanges between parallel classes of schools in contrasting areas, where parents exchange hospitality to matching children for a period, so that the only actual costs are transport. I would shrink from the organization and diplomacy involved, but those schools that have tried it speak glowingly of the educational gains.

In seeking to ensure that environmental work is not squeezed out of the school's activities, the teachers who want to cite the opinions of the Good and the Great as well as their own should read the views of the DES and the Inspectorate in the recent official publications *Environmental Education: A Review* and *Environmental Education: Sources of Information* (both HMSO 1981), noting that they bear the warning "Nothing said is to be construed as implying Government commitment to the provision of additional resources."

But environmental education makes very modest demands on resources; beyond the desirable field and urban centres and transport costs. Its main resource, the environment it-



Illustration by Nigel Page



self, is free as air at every street corner, waiting to be exploited, explored or ignored. The means of recording it, like paper and pencils, are not luxuries. More sophisticated ways of gathering evidence - cameras and cassette recorders - are also surprisingly widely distributed already among the school population.

One of the things that Eileen Adams and I learnt in the Schools Council Art and the Built Environment project was that, whatever our assumptions about the contents of the humble home, very large numbers of children have access to a camera and a cassette recorder, even though they may never have got beyond flash photos of the Christmas party the day they got the former, or current hits from the radio with the latter. Bringing them on the project imparts an inkling of their creative uses. They also don't get nicked so readily as the school ones.

Another resource, ready and willing, outside the education budget, is the expert wisdom of the architectural and planning professions. Both professional bodies, the RIBA and the RTPI, urge their members in private as well as public offices to make contacts with teachers. There are good and bad ways of making use of this specialist help, and much experience is there to be drawn upon. (See the monthly *BEE* from the Town & Country Planning Association, 17 Carlton House Terrace, London SW1).

The county of Avon has a record of enthusiastic collaboration between the environmental professions and teachers, while Eileen Adams, reporting on her current continuation of the Art and the Built Environment project (*The TES* June 19), cites nearly 50 local working parties bringing together outside professionals and teachers.

Local authority planning offices have a wealth of teaching material about the locality and its environmental issues on their shelves; and can readily be persuaded that collaboration with schools is both good public relations

and an aspect of their statutory duty to consult the public.

The black spot in considering the way diminishing budgets affect environmental education is the effort, which began long before the present government, to make the Ordnance Survey less of a charge on the public purse. Michael Heseltine says he wants it to "operate effectively as a free-standing trading organization". This means, for schools as for anyone else, dearer and dearer maps.

Fiercely attacking this decision, the editor of *New Society* (August 6) remarks (and I don't know his authority for his statements) "Three-quarters of the population never use a map. Perhaps with a growing cartographic illiteracy in schools, they no longer know how to use them. Or perhaps maps don't chart a world that people recognise."

Now there's a challenge to environmental educators, not made at all easier to meet by the rising cost of the raw material. Well, if a nod is as good as a wink, it's another excuse for striking up a relationship with the planning department (and it's a well-known fact that planners tend to marry teachers). Your planning office is full of legally made dyeline prints of large-scale Ordnance Survey maps.

My experience, expressed in these pages long before the cuts began to bite, is that even in the days when we thought we were rich and that educational spending was limitless, somehow the ordinary teacher in our field had to make do and mend, and that a week before the end of the financial year, the head of department would say, "Look, you've got £500 to spend before next week. Just tell me what you want by Tuesday."

Environmental education, as primary school teachers have always known, depends on resourcefulness, rather than on resources.

Colin Ward is co-author (with Anthony Fyson) of *Streetwork: The exploding school (Roundedge)*, and (with Eileen Adams) of *Art and the Built Environment*, to be published next year by Longman.

The myth of parental apathy



Eileen Agullar, a parent at Gayhurst School, signs the pledge.



Paul Powell, a pupil at Baden Powell School, gets some reading help at home from his mother Hazel.

Margaret Prosser
reports on a movement
which has prompted
primary school teachers
to take practical steps to involve
parents in teaching
their children to read.
Photographs by
Sally Greenhill

London infant school head Mike Mulvaney is asking parents to sign a remarkable document in which they promise to carry on where the teacher stops. Already more than half the parents of the 160 children at Gayhurst Infants in Hackney have formally signed a contract with the school.

The Gayhurst Contract, in which the parents pledge themselves to trying to find 10 minutes a day to hear their child read at home, is only part of the head's scheme to use the expertise of parents - and he sees it as expertise - to bolster the children's classroom learning. Nor does he plan to stop at reading. Eventually writing and numeracy will become part of the parent and teacher partnership.

Meanwhile, the Gayhurst children take home vast amounts of books. In turn their parents send back a daily comment card recording progress, and come to school to watch the teachers role-play listening to reading.

"The spin-offs for the children and the school are enormous," says Mike Mulvaney. "We get solid feedback on learning and we can make immediate contact with parents if any problems arise. The parents trust us. We

trust them. They are always welcome."

No teacher can ask for that level of intimate involvement unless, as he says, school has been turned into "a less threatening place". So Gayhurst has its own parents' room, a sort of neighbourhood centre, controlled and run by the parents themselves. There's also a teacher in charge of home/school liaison, whose rapport with families can be measured in terms of the numbers of housing and supplementary benefit queries she is asked to take up. Naturally parents are in on all the school's social activities.

What makes Gayhurst fascinating is not only the staff's radical approach, but also that the school is part of a movement in Hackney of English schools in excluding parents from educational matters. The movement, the Hackney schools believe, has the potential for transforming pupil achievement in the borough.

Yet this part of London's East End has no organized parents agitating for change. Instead it is an area with all the clichéd inner-city problems: widespread unemployment and poverty, and housing that ranges from crumbling

pillared mansions to soaring tower blocks, from which isolated five-year-olds arrive at school unable to relate to their peers. On a good day teaching there can seem the most challenging and rewarding job on earth; on a bad day you feel under siege and desperately depressed.

The dynamism of the movement comes from the very individual approach of each school involved. Half of Hackney's primaries have now either instituted practical schemes for involving parents, or have planned the first have been swapped and discussed no two schools have exactly the same scheme. Rather each school has built on the links which already existed with the local community - and in some cases these were extremely tenuous - in an attempt to create a system relevant to its immediate neighbourhood.

At De Beauvoir Infants, for example, Head Liz Doak asks parents to let the school know which aspects of teaching they would like to investigate next; her teachers are in their classrooms for an extra hour and a half so that parents can call on their way to and from

work. As at Gayhurst and many other schools, De Beauvoir has a home reading scheme. Again parents are asked to hear their child read at home, not every day at this school but three or four times a week, and they either initial or comment on a record card which the child returns to his teacher the next day. Within a few weeks of the start of the scheme, seventy-five per cent of parents were involved.

Liz Doak describes the system as having huge advantages, and not just for the child struggling to read. "There's been great interest from parents of competent readers wanting to know what more they can do," she explained. "We've found it very useful to explore all kinds of areas: the need to read the classics which the parents felt, for example, and ways of relating experiences of the kinds of things that city children don't see."

Baden Powell Junior and Infants is among the schools which have produced booklets explaining to parents how they can help with reading. For the infants there's a snappy six pages which simply explains the "do's" and "don't's" of hearing reading. Do give lots of

praise, do snuggle up together in an armchair, and do remember it's fun not homework. Don't ask your child to read to you when a favourite television programme is about to start, don't spend more than ten minutes at a time and don't worry.

For the juniors there's a longer version, illustrated by the children's drawings and produced in different languages. Vivienne Mitchell, head at Baden Powell, makes it clear to parents that she sees a major part of her role as being there to listen to them.

Nor are home reading schemes confined to Hackney's primary schools. At Trinity House Secondary there was a dramatic improvement among poor readers after parents were asked to hear their children read as part of a structured remedial programme.

Teachers at the Hackney schools are convinced that because their approach is based on proven research and followed through at classroom level, it could provide the breakthrough in an area where reading attainment and language development have long been the major cause for concern.

If that sounds a grandiose claim, it is one that has the full support of Alex Griffiths, educational psychologist at the Hackney-based Piffeld Project for children with learning difficulties, and Bill Laar, the division's primary inspector. Both are members of the Parents, Children and Teachers Committee, PACT, set up earlier this year to spread ideas, find resources and take the message to the unconverted.

"Putting all the research into parental involvement together gave us a package that seemed to answer many of the problems," explained Alex Griffiths. "We believe it could be a breakthrough. It won't just end at parents helping with reading. We can go a lot further, taking on numeracy and writing."

Bill Laar added: "It may not be an exaggeration to suggest that this kind of collaboration between parents and teachers could be perhaps the single most potent contributory factor in the development of children's literacy and their education generally."

The research that PACT put together took as its starting point the work of the late Professor Jack Tizard of London University. It was his investigation into home involvement with learning in working-class families that turned upside down the traditional basis of reading teaching. It showed that, while teachers had long invested their teaching of reading with a professional mystique, the crucial factor in reading achievement seemed to be whether or not parents consistently heard their children read at home.

When the investigation moved to infant and junior schools in Haringey the major hypothesis of the study was carried decisively: that extra reading practice at home led to a highly significant improvement in the reading attainment of children. Effectively the advantage that middle-class children had always enjoyed, that of informed parental support, was being shared by working-class children.

PACT, which was launched with a conference that attracted more than two hundred people, now has a committee drawn from parents, teachers in both primary and secondary schools, Adult Literacy, the Commission for Racial Equality and multi-ethnic organizations.

Among the parents who attended the conference was Hazel Leonard, who has sons in both the junior and infant departments at Baden Powell. "It made us all see each other as human beings instead of being 'teachers' or 'mums'," she explained. "To the children 'Miss' is always God, and parents feel afraid that they are interfering."

"After all schools have changed so much and when children come home talking about Fletcher or Breakthrough it takes you ages to find out what they're talking about. If you can go into school and find out how these things all work, it gives you so much more confidence. You can discuss things with the children because you know whether they are talking about maths or English and then you can help them."

Hazel Leonard's views reflect the findings of some recently completed local research which has also been immensely valuable to PACT. The ILEA's Centre for Urban Educational Studies (CUES) had just ended a two-year pilot survey on ways of involving parents in their children's learning.



At Gayhurst, parents help with the children's reading in the classroom.



Dinah Morley (centre, with mug), Gayhurst's school/parent liaison teacher, talks to parents in her classroom.

In their Family Cooperation in the Development of Literacy project, the CUES team, led by Valerie Elder, had learned that all the parents they interviewed were deeply interested in their children's education and wanted to help with it. The schools too wanted the parents in - but what they were mainly offering was a social, not an educational involvement.

What CUES did was to set to work in eight multi-cultural London schools, four in Hackney and four in Lewisham. "We went about the nitty gritty of how you make parental involvement work," explained Silvaline Wiles, head of CUES language division. "Our project workers acted as catalysts, setting things up within the schools, building on where the school was already at."

"So forging better links then took whatever form was most appropriate, whether it was sharing books, showing videos of reading teaching, social gatherings or teaching in mother tongues. We were actually finding out what would work best from a starting point of the links that already existed between the school and the community."

CUES' own work, like the Haringey research, exposed the myth of "parental apathy". Schools like Gayhurst and De Beauvoir had already met sustained parental enthusiasm. In fact, all those committed to the new approach are aware that its success must depend on changing teacher and not parental attitudes.

Initially, at least, home reading schemes require an enormous amount of time-consuming monitoring. Although the schools are working from a base of proven research and are not collecting data on a scientific model, processing children and parent record cards together with increased contact with parents impose a heavy additional workload.

But it is not an unwillingness to take on extra work that is seen as a potential stumbling block. In a body that has always regarded the teaching of reading as the core of its professionalism, there remains in Hackney too a proportion of teachers hostile to the whole concept of parental involvement in learning.

The feeling of having to both share professionalism and "put it up for public scrutiny" will mean that in some cases teachers will have

to overcome personal diffidence and anxiety and quite radically re-appraise their attitudes, believes Bill Laar.

"Many teachers have long accepted that partnership between parents and school is desirable and potentially valuable," he says. "What is much more significant is their growing need to treat such a relationship as a genuine partnership, mutually enriching, rather than one where teachers are obliged to adopt a didactic stance, supplying 'deficiencies' in parents' attitudes, thinking and technique."

"The real challenge lies in devising appropriate strategies that will ensure effective collaboration between home and school. It would be misleading to pretend that this will be easy. It will call for sensitive negotiation, precise planning and realistic thinking that takes account of the roles and relevant responsibilities of all principles involved."

It is the example of the successes of the participating schools that is most likely to persuade the unconvinced, Bill Laar argues. "It is these schools that prove that PACT is not about pious hopes."

المرحلة الأولى



Asterisks on white pages?

"Blacks are just asterisks on the pages of white history" maintained a speaker from the floor on the afternoon of the History of Black in Britain Conference held at the London Institute of Education recently. It was a challenge to make at a conference which had set out to examine the history of blacks in Britain before the large scale influx of immigrants after the Second World War. The three day event was organized by Dr Ian Duffield of Edinburgh University and Dr Jagdish Gundera from London University's Centre of Multi Cultural Education.

The chair at all sessions was taken by the professor G.A. Shepperson, also of the University of Edinburgh. There were contributors from the USA, Africa and Britain and a message of goodwill from Julius Nyerere, President of Tanzania was read out to open the proceedings.

The object of the Conference was to bring together knowledge which had been accumulated about the history of blacks in Britain largely as a by-product of the dramatic increase in knowledge about African and black diaspora history. But the organizers conceived a broader aim than a simple rain check on the work in progress. In the words of one speaker it was intended to show "just how deep the roots lie in Britain... just how much has been achieved against the odds by blacks in Britain".

It was the first time that such a conference has been held in Britain and it was a chance to recognize the "invisible men" of British history, those people largely ignored in traditional history books, despite their contribution to British culture and economy. It was, above all, seen as a chance to give an historical context to the sociological perspective of blacks in Britain today, to counteract the danger which Ian Duffield has pinpointed as the fact that "the well meaning... race relations industry has unintentionally helped to push blacks out of British history and into the narrow confines of contemporary crisis".

Thus the papers began with a look at some of the evidence for the presence of Africans in Britain as early as the Roman occupation. There were papers on the social history of blacks in Britain; "the image of black" in British society; the political history of black people and two papers on black artists and performers.

It was in the final afternoon which was devoted to papers of general analysis at which various claims which had been voiced at various stages during the conference coalesced into a demand from some for an alternative approach to black history. Charges were made that no attention had been paid to the role of black women; that the concentration had been on those of African and Caribbean descent to the exclusion of black Asians. And there were radical critics who maintained that blacks were being treated as "purely an episode in British history" and that words and phrases used to describe their experience, people "stranded" in England after the First World War; the "dilemma" of Pan Africanism; the black person's "crisis of identity" underlined this and were used from the white European's perspective: that the political and economic issues of black people was not treated as part of British history; that in focusing their crusading and on the blacks, white historians were ignoring the need to study the history of white racism. Essentially the message was that white history of blacks was descriptive, organized through the colour of a person's skin; whereas to the blacks their history was political, "the history of people in struggle" summarized Professor Cedric Robinson from the Institute of Race Relations, London and the University of California.

The final call was the resonant one to "relearn your history" - though many of the speakers could have responded that in order to hold the conference at all, they had to do just that and would have to go on doing so. Juliet Gardiner

Seamus Hegarty

Local perceptions

Reclaim and Reaction: a profile of Handsworth. By Peter Ratcliffe. Routledge and Kegan Paul £12.50. 0 7100 0696 9.

Once upon a time there was an unremarkable suburb in a Midlands city. The houses were adequate, even large, the inhabitants were perfectly ordinary people, and the area attracted no more attention than any of the numerous other areas like it. Two developments occurred however which transformed the area and achieved considerable notoriety for it. First, the natives started to leave the area. Secondly, other people began to move in. Nothing remarkable here, one might say. These twin processes recur throughout the history of human settlements. The fact that the incoming group belonged to a different culture however and had different lifestyles seemed to foul up the normal assimilation processes. Other factors came into play as well such as the factor that the new arrivals looked different from the natives and could be distinguished from them at a glance. Whatever the reasons, things did not go well and the area came to be regarded as exemplifying many of the contemporary social ills. It attracted a great deal of interest, not only from journalists and politicians but even from sociologists who spent a great deal of time studying the area and writing books about it.

Peter Ratcliffe's study of a multi-racial community in the Handsworth area of Birmingham is based on a four-year research project conducted in the period of 1974-78. Handsworth has become a major centre of West Indian and Asian immigrant settlement. (In the 1971 census one third of the residents had both parents born in the "new commonwealth"). The core of the study was a survey comprising structured interviews of 1,100 residents. These were all heads of households - white British (400), West Indian (400), Asian (300). The greater part of the sampling was done by quota sampling rather than random allocation. The interview, which lasted from one hour to an hour and a half, covered perceptions of the local area, educational ex-

periences (of both respondent and any children), employment, housing, details relating to homeland and personal information.

This is clearly a major study and - in spite of its shortcomings - must be taken seriously. At the simplest level, it provides an antidote to the simplistic rantings of the Alf Garnetts and the Enoch Powells. Race relations are complex. The intermingling of different cultural and ethnic groupings has many dimensions and takes place at different levels. One of Ratcliffe's major contributions is to document the multi-faceted nature of the multi-racial experience. The reasons for the initial migration and the degree of commitment towards the place of arrival are cases in point. Simplistic accounts of these topics are common and involve gross misunderstandings. Even when dealing with migration from a single place, there are numerous factors at work. Ratcliffe offers a useful data-based discussion of these for both West Indian and Asian immigrants. Likewise, the relationship of a group to the homeland and its commitment to its adopted society raise complex issues which are illuminated here by skilful handling of the available evidence.

The heart of the book is a profile of the people who live in Handsworth - in terms of domestic structures, social and cultural patterns, and perceptions of the community - and an account of the relationships of the different ethnic groups to housing and labour markets. A final chapter examines racism as a feature of British social and political life. This is an interesting mixture of evidence and speculation on topics like political party membership, the practical effects of formal initiatives such as legislation and the Community Relations Commission, and the possibility of greater political awareness and involvement on the part of ethnic minorities.

An important book then, that seeks to ground the discussion of multi-racial issues on empirical evidence. But it does leave one with lots of questions. A minor if tiresome one is why it was necessary to repeat so much of the material in *Colonial Immigrants in a British City* by Rex and Tomlinson. The reader familiar with *Colonial Immigrants* will experience a

considerable sense of déjà vu especially on the central topics of family and community structure, housing and employment. The professed intention of this book is to supplement *Colonial Immigrants* by a more detailed analysis of the survey data - which it certainly does - but the reader should be given better notice of the extent of overlap between the two books.

There are some methodological difficulties. Quota sampling and heads of households may have been forced on the research team as the only feasible approach, but one would have expected more discussion of the possible biases introduced in this way. This has special relevance to questions of racism and politicization since the relationships of heads of households to society's institutions are structurally different from those of others in the community and since they could as a group be expected to be conservative and more concerned to consolidate their own gains.

A further limitation is the fact that the survey was confined to people currently living in Handsworth. This is a practical consideration of available resources and it may not have been possible to do anything else, but the consequent limitations must be recognized. Much is made throughout the book of comparisons between West Indians, Asians and white British living in Handsworth. These illuminate certain aspects of the race relations scene but they omit a major perspective, viz. that of the white British who had lived in Handsworth but not live elsewhere. Why did they move? How significant was the ethnic dispersal or concentration of ethnic minority groups? How would they respond to the arrival of people from ethnic minorities in their lived next door to a West Indian family or in the midst of an emerging Asian community, position and experience are crucial to their ethnic account of race relations. Had it been possible to interview them, this account of a multi-racial community would have gained a great deal and perhaps been able to identify more clearly how race relations are evolving.

Television

Arcadian romance

Peter Ackroyd on 'Brideshead Revisited'

Brideshead Revisited. Adapted by John Mortimer. Granada Television.

"I was in search of love in those days." Surely, one felt in advance of this production, the line could not now be said with the innocence with which it was first invested: some new, sly, or mocking resonance would be added to it - almost by chance. But it was delivered as it was written, with the off-handedness of real romance. This was as close to the original as the original itself, a production which put itself at the service of *Brideshead Revisited*. In a way, of course, the novel is a gift for television or the cinema. Its plain, unfussy style acts as a mirror in which we can see those extraordinary creatures, Sebastian Flyte and Anthony Blanche. Waugh's dialogue is brief and crisp, leaving what is left unsaid to the imagination. All what was in the book already; but it was not to be expected that the novel would come so effortlessly to life that it was as if we were experiencing it for the first time.

John Mortimer has indeed kept close to the text. He has cut a little, rearranged some more, but complete passages of dialogue and description are transcribed verbatim. This was not laziness; it was art. And it is a mark of Evelyn Waugh's particular genius that the dialogue can be used upon the screen without any sense of strain or incongruity. Such fidelity was clearly in the spirit of the direction, a fidelity all the more surprising since the "Arcadia" now seems even

more distant than it did to Waugh himself.

When I was at university there were still a few undergraduates who consciously modelled themselves upon Blanche or Flyte, with varying success; such behaviour would be unthinkable today - we have travelled too far down a different road. And yet the directors have resisted the temptation to gloat over the past, to trim it, or to impose upon it fanciful interpretations. They have played it "straight" and in the process made it more dramatic. It looks easy but it could not have been so because, in this early episode which takes us less than one quarter through the novel, we are in a strange, difficult place, an "Arcadia" where infantilism and sexuality meet but never touch. The heady sexuality which pervaded this first episode, as it does the book, would have been destroyed if anyone had strained towards modernity in the presentation of it.

Everyone thinks they know what the characters sound like; now we know. Anthony Blanche, played by Nicholas Grace, was like a sly frog who had been a prince before he was kissed by a demon - the eyes rolled back into the head leaving only the whites behind, the voice marshmallow. John Gielgud played Mr Ryder as if he had been doing it all his life. Perhaps he has: aloof and yet alert, calculating but dismissive; he seemed to have sprung onto the screen from the page without pausing to alter that wry, malevolent expression.

But, at this point in the series, the major achievement lies with the two

central characters: Charles Ryder, played by Jeremy Irons, and Sebastian Flyte, played by Anthony Andrews. Both of them bear the marks of difficulties yet to come - the slightly puffy eyes and unfirm mouth of Sebastian; the strained face of Charles, not without expression but with the subdued kind of a young man whose temperament is still being formed. He adopts mannerisms without being quite sure that they are quite his own.

But something has happened to them in the transition from book to screen: they have become more human, in the sense that they are more recognisable, but they have also become more serious. When spoken by convincing characters, some of the fancifulness of Waugh's dialogue disappears and an adult, human edge is given to the relationship - an oblique but real homosexuality which the book itself tends to suppress. "I was in search of love in those days," as Charles says, and, from the way the two young men look at each other, one would guess that he had obtained it. It throws a curious light upon the text, perhaps, but not an arbitrary one.

Mr Mortimer has changed one thing deliberately, however. The fountain in front of Brideshead was "all rocks and sort of carved animals". In the televised version, it has become "carved men with trumpets". Perhaps Mr Mortimer, had Evelyn Waugh with our trumpet, in mind; and if the author was listening through that particular device, I imagine that even he would have been pleased.

A little gentle bullying

Breaking in Children. BBC2.

It seemed bad luck on any programme to be scheduled opposite *Brideshead*, but two hours in a long time and the opposition may finally have picked up a handful of refugees from that bastion of stylish maleness.

Those who ventured into *Horizon's* calm, prosaic waters were offered an indubitably provocative tale whose message was that techniques used for training animals could successfully and humanely be used for training humans.

Breaking in Children was the title, but "Breaking in Parents" would have been more accurate. We were introduced to two unhappy one-parent families: Deirdre and Jonathan, and Jennifer and David. Deirdre's problem was that she compensated for her husband's absence by pandering to her little son's every whim, with the result that he had become impossibly disobedient. Jennifer's difficulty was that she could not help getting drawn into her son's tantrums, thereby inducing panic and embarrassment all round.

Both mothers were encouraged to take their children through an American-style course of rewards and punishments, and both families emerged happier and better adjusted when it was over. David still had noisy tantrums but was back in school; Jonathan, rather younger, was said to be altogether changed for the better.

As the narrator pointed out, this approach is an affront to most British social workers, with its emphasis on symptoms rather than causes and its implicit denial of the dignified exercise of free will. The psychiatrist supervised operations in a discreet imitation of Barbara Woodhouse, without bark or bite: good children (and sometimes mothers too) got praise and gold stars, bad ones were put out of the room.

It was all tremendously anodyne,

common-sense stuff, the sort of manipulation which goes on continually in well-adjusted families. As Gerald Haigh pointed out in these columns last week when reviewing a behaviourist manual for teachers, behaviourist strategies are going on all round us. The word itself bears an unjustifiable stigma.

The programme would have been more convincing if its confrontations had been less truncated, but it did acknowledge the possibility that the parents' relative success might stem from the same determination which drove them to make their problems public. It wound up with an assertion that the method is at least as successful as those great British alternatives, Freudian therapy, family therapy, and tranquillizers.

And the moral for those in loco parentis? If you don't like the kids' behaviour, look to your own, and don't be afraid to do a little gentle bullying.

Michael Church

Ballet in the valley

Schoolchildren may not yet be pinning down the Rhonda Valley, but the recent Dance About Rhonda scheme (instantly re-named "Ballet in the Valley") will have brought an extra bounce to their academic curriculum. The Rhonda is an area where cultural activities are dominated by the choir, the brass band, and home games at Porthlydd, and the visits by Maggie White's Dance Experience and the London Contemporary Dance Theatre's Lecture-demonstration Group must have come as a novel and exciting experience.

Dance Experience, who concentrated on primary and first year secondary schoolchildren, had worked hard to prepare a programme which could both involve and illuminate. Maggie White and musician Philip Taylor shared an unpretentious patter which encouraged children to join in, controlled any excess of enthusiasm, and placed the dancing in a context which everyone could understand. Most impressive

was the way the pianist became involved in the dance. Philip Taylor not only provided an excellent musical commentary, but became a physical butt for some knockabout humour.

Both Lynn Earnshaw and her partner, Asil, danced with energy and charm, but the theme of the dances was a little hackneyed. In this area, "Goal" may have had more impact had it concerned rugby rather than fly routine football. The spider and the visits by Maggie White's Dance Experience and the London Contemporary Dance Theatre's Lecture-demonstration Group must have come as a novel and exciting experience.

The lecture part of the London Contemporary Dance Theatre's programme (this was for fifth and sixth year secondary schoolchildren) was inadequate, inarticulate, and often inaudible. In fact, this was not a lecture-demonstration at all, but a workshop performance, and as such, provided the audience with an excel-

lent display of dancing. The attitude of the company was admirably uncompromising. There was no attempt to patronize: abstract dances, solo numbers, and even some excruciatingly taped warbling on the flute, were presented with faith and confidence.

It is hard to create some of the magic of a dance performance in the drab surroundings of a school hall, but Dharshan Bhuller's "Beyond the Law", with its loping steps, its vigorous and aggressive lunges, stirred up a great deal of excitement. After Michael Small's energetic performance, many of the boys must have come away thinking that dancing might be a more attractive occupation than that of a prop forward.

The scheme, which finished with two performances by the London Festival Ballet at the Parc and Dare Hall, Treorchy, left the Rhonda hungry for more ballet in the valley.

Robin Lyons

The good old days

New Plays and Young Ideas. Theatre Royal, Stratford East

Just recently they've been talking about "the good old days" again at the Theatre Royal, Stratford East, the good old days nobody's liked to mention in recent years, the old days when Frank Norman and Shelagh Delaney were "exciting new playwrights" and Joan Littlewood's Theatre Workshop ruled the roost. The success of Neil Dunn's *Steaming* and its subsequent West End transfer have given them cause: the coming season of "New Plays and Young Ideas" could make them cock-a-hoop.

Not since the old days has the Theatre Royal presented such a package of new work: four premieres performed either on the main stage or in "The Square Thing", the Theatre Royal's new Portakabin studio in the car park. First in there are *Out On The Floor* by Debbie Horsfield and Berta Freistadt's *Keeley's Mother*, which I saw at a preview.

Both are jointly presented by the Theatre Royal and Theatre Venture, a professional community drama enterprise sponsored by the London Borough of Newham and financed by the Manpower Services Commission. Both are about young girls - but there the similarity ends. The two plays could not be more different.

Out On The Floor is a naturalistic examination of the lives of a group of young soul dancers at the Wigan Casino. *Keeley's Mother*, on the other hand, is a surrealist exploration of the pressures of a young girl forced into adult autonomy by her mother's cannibalistic desires. Quite literally, Mrs Davidson wants to devour her daughter; more metaphorically - and this is the root of the play - boyfriend Matthew is after the same thing, a woman he can possess.

Author Berta Freistadt hopes that, by its very mixture of styles, the play will stir an audience on many levels. It certainly does. When Mrs Davidson advances on her daughter with a giant knife and fork the audience freezes in uneasy horror. Minutes later they are laughing at a soft-shoe shuffle in the police station. Keeley comes off best, but we know all along that she will - it is that sort of evening. Naturalism, humour, songs

and a grotesque finale gel unexpectedly well to create what Ms Freistadt calls "a feminist play that nonetheless expresses my ideas".

Though not a new play (it was written in 1976 and a prizewinner in the 1980 Capital Radio and Greater London Arts Association play competition), like the others in the season *Keeley's Mother* is receiving its first professional production. It is in repertoire with *Out On The Floor* until 24 October.

In recent weeks, however, Theatre Venture has been taking it into schools and colleges in the Newham area along with Tony Marchant's new double bill *Thick As Thieves*. There, open rehearsals in front of young audience have been doubly valuable, according to director Steve Addison. They were constant reminders for the actors of the power of the scripts, something obvious on first reading but too often forgotten thereafter, and instructive for audiences in revealing the normally hidden processes that lead to a production.

Thick As Thieves follows the lives of four unemployed East End youths. On the run from the police, they taste Borsari and Youth Opportunity schemes before coming face to face with the chance of employment. It opens at the Theatre Royal on November 11, running until the 28th. Preceding it is *A Time for Celebrating* by 23 year old local author Tunde Ikoli, a play - again about the problems of unemployment - presented in association with Newham Youth Theatre.

Uncompromising stuff, perhaps, but undeniably relevant in a borough such as Newham. Which possibly explains why Steve Addison and his company (one of whom was "rescued from the dole queue by Theatre Venture") have found working on the season so rewarding - "a shock awakening of ancient truth - but after all, isn't that what theatre's supposed to be?" Joan Littlewood would have agreed with that.

Hugh David

Students buying tickets for "Thick as Thieves" (£1.25 with a student card) will receive a discount voucher of £2.00 off the normal price of a student railcard. Details from Jenny Dean on 01-334 7374.

Lingo

Most of my pupils, when they translate the French "petit" and the German "klein", say "small". When I say no, it should be "little", there is always the claim that the two words mean the same. We then have a good-going lingo argument, which I hope suggests to them that lingo is a bit more complicated than they had supposed.

Small World

To get one factor out of the way right at the start, I am sure that there are regional differences in the usage of the two words. I teach in the west of Scotland, where in real life most of our say "wee" quite a lot, but where in classroom life we go formal. Readers in different parts of the country may note other variations.

Chambers' Dictionary, which is of course published in Edinburgh, gives far less space to "little" than it does to "small". The first five or so meanings given are common to both words. Under "little" we find "small in size, extent, quantity, etc." Under "small" we find "little in size, extent, quantity, etc." So far, my pupils are correct, but now the matter becomes rather more complicated.

Under "little" we find "small-minded", and that is the end of the entries for that word. There are however a dozen more listed under "small", and here they are: slender, narrow, fine in grain, texture, gauge, etc., slight, unimposing, humble, dilute, short of full standard, operating on no great scale, soft or gentle in sound, minor.

Let us leave aside the maverick "smalls" meaning underwear, which of course have never been called "littles". Let us instead have a little game. Can you, dear reader, go through the list of Chambers' approved uses of "small" and produce actual examples that make it quite clear that "little" simply would not do?

Here is what I am getting at. There is in real life a body calling itself the Association of Small Businessmen, which means that its members operate on no great scale; and that is a definition of "small" given by Chambers. It is not really conceivable that there could be a body in the UK calling itself the Association of Little Businessmen, is it? I suspect that this might be as absurd in England as an Association of Wee Businessmen would be in Scotland.

Before handling over, may I offer one other example. You are round at your aunt's for tea, and she says: "Do have one of my little/small cakes." There is only one possibility, isn't there?

Anyone for finesse?

W.S. Brownlie

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Wider still and wider . . .

Hilary Finch on the new-style Festival and Prom

It has just been announced that the National Festival of Music for Youth, Britain's most extensive and comprehensive musical event for young people, is moving next year from the less accessible and physically limiting confines of Croydon's Fairfield Halls to London's South Bank.

On July 16, 17, 18, over 4,000 performers selected from the spring regional auditions will be filling the Festival Hall, Queen Elizabeth Hall and Purcell Room as well as the forecourts and promenade areas with the sound of strings, wind, brass, voices, jazz, from recorder groups to big bands and from string quartets to steel pans. And this Festival will have its own fringe in the form of workshops, cinema, exhibitions and competitions, while a grant scheme will finance new compositions and the engagement of young professional soloists.

Next year The Rank Organisation will join Commercial Union Assurance and the TES in sponsoring the Festival and also the Schools Prom.

Meanwhile, this year's Schools Prom, which will take place in the Albert Hall on November 23, 24, 25 is already almost entirely sold out. Of the 31 groups, ranging in age from six to 21 years and in musical repertoire from medieval to jazz, 21 are this year making their first Prom appearance. Yet among the unsurpassed diversity of these concerts there is each year if not a theme, then a particular focusing on one area of music making which has grown naturally out of the direction and character of Festival entries and which, in turn, spreads out from the stronger currents of school music-making.

This year the presence of Humphrey Lyttelton as guest soloist in two of the three evenings casts the

spotlight on the four jazz bands taking part from Solihull, Bedfordshire, Walsall and Putney, whose Elliott Workshop on Tuesday evening, although they started two years ago with an emphasis on improvisation and composition rather than performance of arrangements, the seriousness with which this group of eight 14 to 18-year-olds approach the post-fifties jazz they now play won them the Outstanding Performance Award at the National Festival this year. Under the direction of George Adie, a local guitar player who leads the workshop twice a week after school, they'll be playing "All Blues" and "Night Train", two pieces arranged by Walter and Horace Cardew, 14 and 17-year-old members of the group.

Jazz will be the prime mover in a multi-media performance by Wallace Fields County Middle School from Ewell on Wednesday night. This year's Festival saw a burgeoning of dance, mime and theatre, complementing and colouring often quite sophisticated, original and artfully integrated performances, as a result of which a new category has been created for next year's Festival.

Wallace Fields' *Scene and Variations* is set in a New York nightclub in the twenties and is a cunningly inventive way of tapping to the full not only the musical possibilities of the jazz tune, "The Preacher", on which it is based, but also the talents of an outstanding trumpeter, a group of dancers and a four-part recorder band. Andrew Scott started a jazz club in the school from which the eight-piece trad band has grown; but he is also strongly committed to the value of singing. The whole idea, in fact, started in the Easter holidays with his arranging "The Preacher" for barber shop ("one of the best ways of getting children to sing in harmony"). He'll be conducting the recorders and the singers, but most

of the time he'll be standing back and watching band and dancers perform the improvisations and steps they have worked out for themselves.

As well as cellists Julian Lloyd Webber and Robert Cohen and violinist Clare McFarlane, this year's guests of honour will be the Turkish Schoolband, 20 to 21-year-olds from local schools southwest of Augsburg. Their repertoire covers pop, swing, jazz, rock, disco, marches and polkas. They'll be coming over with a fleet of microphones and engineers and each evening, under their director, Klaus Annan, they'll play four numbers, "The Opener", "Hi-fi power", "Farewell", a ballad for trombone solo, and a closing melody.

But the Schools Prom doesn't stop at 10.00pm on Wednesday night in the Albert Hall. One of its most encouraging aspects are the ripples which spread out in, for instance, the tour, organized by the Central Bureau for the Turkish Band in which they will give joint concerts with three British youth jazz orchestras in Oxford, Bournemouth and Doncaster. An in Epsom, Andrew Scott's success at Wallace Fields has led to the formation of a children's choir who will give their first concert ten days before the Prom, while Joan Child, Head of music at Elliott School, is planning an updated production, along the New York lines, of *The Pirates of Penzance*, for December. Wider still and wider . . .

The NFMY will be sponsored by The Association of Music Industries, Commercial Union Assurance, The Rank Organisation and the TES, with regional auditions sponsored by W.H. Smith. The Schools Prom is sponsored by The Times, The TES and Commercial Union Assurance.

Sympathy and sentiment

"I wish they could see that I'm still alive in my head but, if I can't show them, perhaps I'm better off dead". Kevin, in his wheelchair, half-paralysed after a car accident, speaks these words clearly to himself and we in the audience overhear them. But his girlfriend hears only a blurred mumble and sees only his dribble.

The Gazebo Theatre-in-Education company is performing *Disabled* - adapted from a play first devised by the Leicester Phoenix company - for older secondary pupils. I saw them present it to the whole of the large fifth year at Moreton Comprehensive School in Wolverhampton. The opening mock-cabaret act ("Give a big hand to Roger, the marvellous, the fantastic, the incontinent, a legend in his own lunchtime") went down well and the fifth formers attended carefully to the subsequent serious story of Kevin's fall from local macho hero to vegetable status, told in agit-prop style.

My sympathies were with the pupils, however, when they became increasingly impatient with the songs, the worst of which were mere sentimental yewash. Surely everything the company is trying to achieve is betrayed by, for instance, Kevin's best friend crooning to the audience, "What if you woke up and you couldn't feel your arms?"

My impression was that the school would encourage honest criticism along with constructive extension of the scheme. The actors themselves will return soon to work more intensively with a dozen pupils, who will then go with the actors to present the theme in workshop form to juniors in the feeder schools.

Gazebo's acting is of necessity low-key pretence. The pupils would, I imagine, have been far more involved and disturbed but far less able to participate later if they had seen *Creeps*, a play currently being toured by Midway Enterprise and

directed by Peter Oliver, a member of the Pip Simmons Group.

The play was written by a Castele, David Freeman, himself a paraplegic, and it is set in the toilet of a Day Centre for the disabled. When I saw it at the Arts University Centre for the Arts I found myself wondering if the degree of initiation by the actors of severe physical handicaps was not somehow obscure, as if the play-acting of misery, and in such virtuosic style could draw attention only to itself and not to that which it represented. Be that as it may, it was an extraordinary evening in the theatre. Most of the characters would probably be pursuing an active, intelligent life were it not for their disability, so they had a tendency to be as voyeuristic of themselves (and accused each other of it) as we were of them. They swore, they cried, they became angry and morbid, and all the while there was this terrible dislocation between their inner lives and the way they were treated. It was the same message Gazebo was putting across but far more fiercely. "It's as if I'm at the bottom of a grave and crying out I'm still alive, I'm still alive, and they keep on shovelling earth on".

For most people who will see either play the story will be somebody else's, not reflecting their own experience. Both plays, *Creeps* especially must, however, work metaphorically as well as representationally (which of us does not suffer dislocation of sorts?), though until the physically disabled are treated properly we should perhaps keep quiet about our lesser suffering.

D. J. Hart

"Creeps" is at the University of Sussex Gardner Centre, and thereafter at Exeter and York.

Running up to the summit

Rich World, Poor World
ITV (Granada) October 6, 13, 20.

Some nineteenth century social reformers were convinced that the insensitivity of the middle classes to the quite inexcusable conditions in the industrial slums arose simply from ignorance rather than callousness. Today the rich countries of the

north have no such excuse for forgetting the 3,000 million people in the south whose every day is an unremitting fight to stay alive. Television malnutrition and tropical disease that should shame us into action. But does it?

Television is very good at the one-off documentary on the famine or disaster of the moment, and the

north has a commendable record of sending relief in response. But when it comes to reason rather than emotion, to exploring the complicated reasons why foreign aid has no real effect on the problem, television has failed.

The sad consequence is that most people in the north quite wrongly think that they already know all they need to about the third world, which explains both why Michael Ryan made the series *Rich World, Poor World*, and why it is unlikely to achieve its aim.

The three programmes were designed to run up to the world summit in Mexico next week where world leaders will be discussing the ambitious recommendations of the Brandt report.

The first programme set itself the impossible goal of trying to convey the extraordinary scale of individuals in the third world. Forgiveably it failed. The global statistics are as vast as to be instantly forgettable (15 million children die every year from hunger), and tend to prompt rapid rationalizations ("pets in North America eat more meat than all the people on the Indian subcontinent" - yes, but most Indians are vegetarians, and most pet food is unfit for human consumption). The very size of the figures discourage any personal initiative.

Nor at the individual level was the programme any more able to bridge the gap between what we in the north know objectively and what we can actually feel. By choosing the second poorest country in the world, Bangladesh, the programme makers might reasonably have hoped to convey a sense of desperation. Instead they saw here, and in Brazil, people robustly resigned to an appalling life of grinding hard work and pathetic rewards.

The Bangladeshi canal-digger who earns 21p a day to keep a family of 10 could not have survived if he had harboured a pas-

sionate sense of outrage, and without it it was easy for us to remain unmoved.

In the sixties, when dozens of new nations were emerging from a colonial past, it did seem that there was a technocrat's solution to the third world. It was simply a matter of using aid specifically to improve agriculture through irrigation, the introduction of high yield crops, and use of fertilizer. Couple that with extensive birth control, improved education, and each new nation would be ready to start industrializing.

But despite billions of dollars of aid the third world remains destitute. Many countries are actually getting poorer. As the second programme illustrated, some of the blame lies with oil price rises which squashed dozens of infant economies. Third world leaders have come to realize that by being dependent on one crop or commodity (as most of them are), they are at the mercy of the new oil, or in reality, the old - colonists: the northern users who set the prices and control the market. The oil producers managed to beat the users, an example every third world politician would love to follow. But a Tanzanian irrigation scheme is one of the many casualties.

The second programme tried to show how the debate has moved on since the sixties: the appeal to the north is no longer in terms of conscience but self-interest.

Apart from the vague threat of war from disaffected millions somewhere, we were told, the north had up to southern economies. Northern producers needed southern markets to help stimulate their own recession-hit industries.

This not so subtle plug for old-fashioned Keynesianism was best illustrated by the uncompromising workers of Ashford in Kent. They

have just finished their last batch of railway waggons for Tanzania, and are now being laid off even though Tanzania desperately needs massive investment in its railways. Surely their dole and redundancy money would be better spent on aid for Tanzania that would keep the British workers in orders. But the crucial question remained unasked: as what extra cost to the British taxpayer, assuming that the workers kept their former levels of pay and productivity?

The final programme next Tuesday does pick up a few of the hundreds of loose points raised by the series, as various experts discuss the Brandt report's four main recommendations on the transfer of resources from north to south, on energy, on food, and on the need for a new world economic system to replace the IMF, and other creations of the Bretton Woods agreement.

Will we be much wiser at the end of the series? Aiming it at the average viewer with little knowledge of the complexities of economic growth and development, Michael Ryan has tried to include both a portrait of what conditions are like in the south and a lightning summary of what the issues now are.

No one could achieve such an ambition in just three programmes, so it is hardly surprising that the series has fallen cleanly between two stools. At a first glance the average viewer will dismiss it as old hat, while those who have been following the debate will find nothing new and be irritated by the inevitable over-simplification. Individual parts, such as why the increased food production really is the panacea - merit whole series of their own. Sadly it is only in very limited parts of the press that such issues get the treatment they deserve.

Philip Venning

Fragrant flowers and poisonous weeds

Roy Shaw

The Performing Arts in Contemporary China. By Colin Mackerras. Routledge & Kegan Paul £13.50. 0 7100 0778 7.

Despite the rapprochement with the West over the past few years, China is still for most of us a far off country of which we know very little. It has a population of 1,000 million, and a very long and rich cultural tradition. So as well as considering its world political role, it is worth while knowing more about its arts, if only because in a country where 80 per cent of the vast population live in villages, it is instructive to see how it manages "arts for the people" about which a great deal is said in the West, but rather less actually done.

In a communist country, it is not surprising that the government sees the arts as an important way to communicate with the people, especially as television is less in evidence than in the West. It is ironic to read how the Cultural Revolution, so much admired and discussed by English communists in the sixties, is now completely discredited in China, and indeed so strong is the reaction against it and the now infamous Gang of Four that a recent (rare) performance of Brecht's *Galileo* was appreciated not as an attack on the Roman Catholic Church, but on the Gang of Four. Professor Mackerras has what must be an unrivalled first-hand, as well as scholarly knowledge of the performing arts in contemporary China. He is foundation Professor and Chairman of the School of Modern Asian Studies at Griffith University in Australia, and has spent a good deal of time seeing performances in China. In fact, the detail in his book is remarkable, and may well tell many western readers more than they want to know, or at least they find it hard to see the wood for the trees. For this reason, it could be useful to read again his valuable introductory chapters on the



Peking Opera: make-up for the buffoon, an illustration from Charles Meyer's "China Observed" (translated from the French by Jean Jose. Kaye and Ward £12.95). Scores of beautiful and fascinating photographs (mainly colour) illustrate articles on cookery, art, poetry, music, philosophy, the circus, Chinese writing, literature and Buddhism.

historical background, especially the policies followed since Mao's death, after reading the very detailed chapters on forms of opera, theatre, film and music.

It is easy (too easy) for English readers to feel patronizingly superior as they read of the close political control of arts; but it is apparently far less severe than under the Gang of Four, and one of the puzzles is how in such a vast country this small group, or even the single person of Mao's widow, could maintain such strict control over the content of arts. She even changed the content of a traditional opera by excising the fact that the heroine was raped, and

more understandingly insisted that opera and plays should concentrate more on class struggles, with very pure proletarian heroes and very bad "class enemies". Professor Mackerras is very fair, but it is impossible not to be persuaded by the detailed evidence he gives that the Gang of Four really did distort the arts, and persecute artists who refused to accept their line.

After the overthrow of the Gang of Four, and what is now called the "dictatorship of the sinister line" in literature and art, politics and propaganda are still crucial in the arts. (Even the famous policy of letting a hundred flowers blossom was mod-

ified by a rigid distinction between "fragrant flowers" and "poisonous weeds", which were to be rooted out.) In 1976, however, Zhou Enlai called for "socialist freedom and ease of mind", warning party leaders: "Since we know very little, we have little right to speak. Therefore we should not interfere unnecessarily." Would that all our own back-bench MPs or chairmen of the GLC had all got the message.

Hence, in the past four years fairy tales and myth dramas, as well as love stories have re-emerged - they were apparently discouraged even under Mao. Closer links with the West have led to some of the more

popular western music being included in concert programmes, and Professor Mackerras quotes a fascinating pair of contrasting Chinese reactions to Schubert. The first, in 1974, dismisses his Unfinished Symphony as merely the expression of petty-bourgeois class feeling; the second, five years later and after the defeat of the Gang of Four, whilst reiterating Schubert's petty-bourgeois weaknesses as a man, nevertheless sees his music as "an eternal dazzling and brilliant jewel in the treasury of the arts of human kind".

Chinese music seems the most popular of all the arts in China, and it is surprising to learn that before the twentieth century virtually all "drama" was in opera form. Those who have seen the Peking Opera on its visit to this country will know, however, that Chinese opera is rather different from opera in the West, involving dance and acrobatic episodes. Television as well as theatre audiences here have recently had the opportunity to learn that Chinese acrobatics are breathtakingly skilful and beautiful. To Chinese acrobats, the difficult is no problem at all, and the impossible almost as easy - to the beholder, at least. Drama in our sense has recently increased in popularity in China, but it still usually has musical accompaniment, and there is concern lest the words crowd out the music.

To read this book is to gain a fascinating insight into a totally different political and arts policy from that in the West, and it would be paradoxical to look for close parallels in our own situation or to apply our own criteria - except, perhaps the criterion of freedom, which is crucial to the development of arts anywhere.

Professor Mackerras tells us that applause after a performance is very thin in China. It is impossible for me to end my reading of this book without applauding the author's knowledge, fair judgment and success in extending our cultural horizons.

easily readable than Gothic, and coaxed his friends into assisting him to complete the decorations, the finished work being destined as a gift to Mrs Burne Jones.

It is strange to examine the dainty arabesques, and delicate poses arranged round the perfect script when the words can be as leaden and disastrous as: "Show me wherewith thou dost thy woe bewail". The weaving may not have suffered but the poetry, without its decoration, would sink into morbid obscurity.

Betty Tadmam

Red, redder, reddest

The Far Left. An exposé of the extreme left in Britain. By Blake Baker. Widenfeld and Nicholson £7.95. 297 78030 1. £3.95. 78033 6.

Rebel, Red Flag, Red Tape, Red Weekly, Red Youth, Redder Tape, Redgrave. Anyone who thinks he is so politically attuned as not to need a new guide to the far left in Britain might just check first with its index. Fissures and fractures - each with its mutually opposed magazine or brochure - have always been at the heart of left wing politics even though the political establishment has tended to ignore them. Today they are harder to ignore - but still hard to understand in any detail.

Trotskyist groups played key roles in Tony Benn's near victory in the Labour party deputy leadership election. What *Redder Tape* says today, MPs who owe their mandatory re-selection to the public employee lobby in their constituency may well be going tomorrow. Almost any light that can be shed on their activities is well worth the shedding.

For the record *Rebel* turns out to be the magazine of the National Union of School Students (NUSS) which is backed by Tariq Ali's International Marxist Group (IMG) which also has leftist copyright on the names *Red Mole* (remember *Red Mole*, the very one that grew out of *Black Dwarf* in those golden anti-Vietnam protest days) and *Red Weekly* (no one seems to remember *Red Weekly*).

Red Flag is a paper published by the Socialist Revolutionary Workers' Party (RWP) whose inspiration comes from a Latin American Trotskyist called Juan Posadas. It supports cen-

tral planning of everything and the Soviet invasion of Czechoslovakia (not perhaps so difficult if your roots are in the Amazon jungle) plus the usual extreme hostility to all other Trotskyist sects.

Red Tape is the organ of the Civil and Public Services Association. *Redder Tape* is the Socialist Workers Party alternative, aimed at the Trotskyists in the civil service who, according to a Labour MP quoted by Baker, are at policy advisory level in some Ministries.

As for *Redgrave* - everyone knows something about Corin and Vanessa but the guide gives the best 30 page summary of what their Workers Revolutionary Party gets up to that Lord Widenfeld's lawyers and the Redgraves' obsessive litigiousness will allow.

All in all there are about 30 different left wing factions and coalitions in Britain. As the author describes, nearly all of them stem from the Trotskyist Revolutionary Communist Party of the forties, a small but important group which disintegrated amidst internal rows about whether revolutionary progress could be made by direct political action or only by the backdoor "entryism" of other parties.

The entryists won - mainly by default. The largest and most successful entryist group today is probably the 3,000 strong Militant Tendency which the Labour Party, after years of shutting its eyes to the problem, now admits to have infiltrated an alarming number of constituency parties, particularly in the inner cities.

Next in line is the Socialist Workers Party which is strong in industry and achieved one of the left's greatest recent successes in forming the so-called Anti-Nazi League and

using it to pull a wide range of moderate opinion behind its violent demonstrations against the police. Third largest is probably the Redgrave's Workers Revolutionary Party which is financially powerful enough to publish a daily newspaper *Newsline* and to run its controversial youth education centres.

The publishers call the book "an exposé of the extreme left in Britain" which - for all its other qualities - it really is not. There is little new exposure.

Although many left wing groups are surprisingly free about their general aims and methods, the detailed way in which, for example, various Trotskyist groups lobbied for Tony Benn's election campaign remains uncharted. A key man in that effort and in the battle for mandatory reselection, Vladimir Derer of the Campaign for Labour Party Democracy, rates only one small mention in the entire book.

Blake Baker is a *Daily Telegraph* writer who cheerfully admits to "a long record of active opposition to the far left". Not surprisingly, he does not appear to have gained any insider's confidence. We must wait for a new generation of political writers who will be prepared to dish their friends on the emerging far left in the same way that orthodox political writers treat their friends in parliamentary politics.

And yet for those self same orthodox political writers and politicians this book is a welcome guide and warning - a "Michele" in reverse with places and people carefully marked down to be combated, avoided or tasted only with the very longest spoon.

Peter Stothard

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Islam laid bare

Among the Believers. A Islamic Journey. By V.S. Naipaul. Andre Deutsch £7.95. 0233 974166 4.

First-class journalism makes for powerful enemies, and no doubt V.S. Naipaul collected a few after the publication of *An Area of Darkness*, his devastating account of a journey through the Indian subcontinent. Among the Believers, in which the horrors of contemporary Islam are laid bare, should add to their number.

What on earth are we to make of the recent resurgence of Islam - not only along the route traced by Mr Naipaul from Iran through Pakistan and Malaysia to Indonesia, but also in Africa and even America? It is easy to see it as a dialectical movement: the uprising of the oppressed against the oppressor, the elevation of a despised religion into a cohesive force for self-definition and political power. It is not so easy to see how oppression can be lessened by a system which purports to be an intellectual discipline and yet is based on unthinking obedience; treats political and social problems as religious ones and answers them accordingly; consigns at least half its members (women) to the status of a subspecies; and invites retaliation by adopting a bloodthirsty and vengeful attitude to transgressors and non-believers alike.

This is where Mr Naipaul starts - and finishes. All his experiences and all his accumulated data serve to lead him to an understanding of, as it were, the sociology of Islam, but not its rationale. Indeed, it is its very irrationality which appeals him, as it must appeal the majority of his (Western, liberal-minded) readers.

In Iran, where Khomeini has decreed that the will of the people cannot be set against the will of God, the excesses of the Shi'ite Muslims are described in terms reminiscent of those by Elias Canetti in his classic *Crowds and Power* - a brilliant, essential text of which I was constantly reminded for all sorts of reasons. The country is in an economic mess and nothing is being done to alleviate poverty. Instead, religion pervades every waking moment and every action from Islamic diet to Islamic carpet-washes. The same is true of Pakistan, a country created for Islam and currently contemplating the

manufacture of an Islamic nuclear bomb. (Not that the record of Christian countries is any better on this particular score). In Malaysia and Indonesia, both of which have imported Islam from Pakistan, the confusion is even greater. Everywhere it is compounded with a schizoid attitude towards the West: ideological scorn and aggression combined with a passive reliance on its products and amenities.

In the course of his journey Mr Naipaul talked with journalists, students, teachers, businessmen, taxi-drivers and even two girls who, disconcertingly enough, were fans of Barbara Cartland. In Iran he was granted an audience with Khomeini's executioner, Judge Khatkhali, and in Indonesia visited a deconstructed school based on the principles of Ivan Illich. The settings, the personalities, varied, but the message was the same. The conflation of the religious with the political is dangerous and, in as much as it neglects practical action for the rigid observance of rules, must lead to national self-destruction.

Many journalists aspire towards being novelists. There is a novelist bringing his considerable talent to bear on what is essentially a journalistic (investigative) enterprise. The result is not only invaluable personal testimony but an account which exemplifies the delights and advantages of fiction. At once discursive and economical, speculative and stringently analytical, it is full of anecdote and people, real people, immediately and sympathetically perceived. You are there with the author inside his sensitive skin, sharing his hatred of abstractions, his curiosity, fastidiousness and tragic sense of personal destiny. For those mistrustful of subjective responsibility there are plenty of facts and factual descriptions, but the chief strength of *Among the Believers* is the man, the writer, at its centre. Only a novelist, and a major one at that, could have written this book.

My one reservation, which I kept having to stifle, occurs in the form of a question: surely there must be something to be said in favour of the Islamic revival? Alas (and the word epitomises Mr Naipaul's regretful tone of voice) it would seem not.

Sheila MacLeod

Health Education Council. Anti-Smoking Poster Competition Winners.



Following a huge response to the Health Education Council's recent 'Superman' anti-smoking poster painting competition, which attracted over 22,000 entries, the following have been awarded prizes:

UNDER 11 AGE GROUP

First prize: Kevley Harrison (10), Mellon Mowbray, Leics.

Second prize: Robin Rice (7), Londonderry, Northern Ireland, Philip Sydesham (10), Enderby, Devon.

Third prize: Timothy Jadin (10), Coventry, West Midlands, Peter Stephen (8), Dufftown, Scotland, Richard McLaughlin (8), Coleraine, Northern Ireland, Elizabeth Gier (10), Belper, Derby, Sharon Bostock (10), Blackpool, Lancs, David Harnery (8), Harrow, Midds.

11-14 AGE GROUP

First prize: David Schumann (14), St Ann's-on-Sea, Lancs.

Second prize: Robert O'Dowd (12), Birmingham, West Midlands, Andrew Arnold (12), Middlesbrough, Cleveland.

Third prize: Gary Jarvis (11), Barnstaple, Devon, Brian Back (12), Houghton-on-Spring, Tyne & Wear, Drummond Palmer (14), Painsley, Devon, Mark Leggett (13), Malden, Surrey.

An additional 22 runners-up prizes were awarded in each age group.

An exhibition of all the winning posters is on display at the Council's London Offices, Iapan Monday-Friday 9.00am-5.00pm. Further information and a complete list of prizewinners can be obtained from the Council's Publicity Unit.

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Less fun, but nearer the truth

Alan Ryan on a new history of philosophy for prospective students

From Descartes to Wittgenstein. By Roger Scruton. Routledge and Kegan Paul £9.50. 0 7100 07981.

There's a strong case for supposing that it is impossible to write the history of philosophy. The philosopher is, in principle, concerned with arguments which if valid at all are valid always and conclusions which if true anywhere are true everywhere. His interest in the past must always be exploitative: past formulations of arguments may assist him towards his goal of finding out in what form an argument really is and for all valid, but he is, *qua* philosopher, not concerned to know whether what he has taken from Plato or Aristotle or Kant or Mill is precisely what they put there in the first place. The historian is, in principle, exactly the opposite condition; he wants to know what people thought they were doing, what they meant by what they said and wrote, what their audience would have made of it. The historian isn't committed to thinking that whatever previous philosophers said was all right in its own terms, but he must minimally accept that his task is to reconstruct the ways in which it looked acceptable.

This, of course, exaggerates the differences between the philosopher's exploitation of the history of his subject and the historian's concern with the historicity of intellectual events. Any tolerably ambitious history of ideas will set out to explain what sort of conceptual apparatus and what sort of use they could be made of in the past, and this is more nearly a philosophical task than a strictly or narrowly historical one. Equally, any philosopher who tries to exploit previous arguments will, if he is sensible, recognize it as doubtful whether our contemporary version of an argument can be simply taken for granted as the argument

itself, and in trying to exploit the past as effectively as possible will surely become sensitive to the possibility that a more historical, nuanced approach to some former writer will enable him to get more out of him.

Roger Scruton's short history of philosophy from Descartes to Wittgenstein distinguishes very firmly between the concerns of the philosopher and the concerns of the historian, or, more exactly between the concerns of the history of philosophy and the concerns of intellectual history. The latter must be a matter of tracing influences and borrowings, identifying the first appearance of ideas and their subsequent diffusion or death; the former, which is the genre to which this book belongs, is not concerned with causal questions, but with philosophical ones. It presupposes that there are problems, perhaps ones which change a good deal in their formulation, but ones which are for all that identifiable as the permanent subject matter of philosophy. There is, on this view, no escape from the exploitative mode - just as works of art are discussable by art historians only because we decide what's to count as art and why a painting is a candidate for art historical rather than merely technological interest, so philosophical arguments turn up in the history of philosophy only because we have made a decision about what philosophy is. Oddly enough, Roger Scruton's liking for Hegel, who sometimes writes as if his interest in general constituted by our interest in particular, allows him to present what is in most ways a fairly straightforward and conventional account of the thinkers he takes up. Since he assumes something close to a consensus among contemporary philosophers as to what philosophy is, he sees his chosen figures very much in the light of the consensus.

This means that the book is useful rather than startling; it is not merely useful, since Dr Scruton writes with an unusual clarity and fluency, and is

always a pleasure to read, and it is a book in which firm judgments are not eschewed. Some of Hegel's arguments in the *Logic*, for instance, are dismissed out of hand as "nonsense". Kant's *Critique of Judgment* is not exactly condemned - Dr Scruton is emphatic that it's the most important work in aesthetics after Aristotle - but it is certainly criticized as the work of a tired mind, one in which too many thoughts were struggling for expression.

At times the utilitarian aims of the book do become obtrusive - or, to put it a bit differently, it is made a shade too clear that the path we are going down is the path of least resistance. With Hegel, say, Dr Scruton is too quick to tell us that the dialectic is a messy subject better pictured and discussed and anyway only really accessible in Hegel's political and historical theory. It's a view with which I sympathize a good deal; the same, it's less than just to Hegel who had an argument of sorts to show that when you had fully understood the *Logic* you understood a wholly non-pictorial way, and the unless you understood the *Logic* you could not fully understand the political and historical philosophy. Dr Scruton invites such criticism because he makes it so clear that he has the resources to do it better - the neatness with which he situates Hegel's interest in Protestant theology and describes him as tending to extremes the claims that in its beginning was the Word shows that plainly enough.

Still, this is certainly a book which you could give to anyone who is curious about philosophy and expect them to learn a lot from it; and any prospective student of philosophy would be very much better off with it than with, say, Russell's *History of Western Philosophy*. The home which Russell paid to the impossibility of his task was to write like a gossip columnist; Scruton's is to be plain, seriously and sensibly, if less fun, but it's nearer the truth.

Feminine perceptions

The Vet's Daughter. By Barbara Comyns. 0 86068 163 7.

The Shutter of Snow. By Emily Holmes Colman. 0 86068 173 4.

The Love Child. Edith Oliver. 0 86068 8.

The House in Dormer Forest. Mary Webb. 0 86068 180 7.

Virago Modern Classic £2.50 each.

I recently heard it argued that there is no such thing as women's writing - only good or bad writing. To the extent that works by women should be judged within the mainstream of literature as a whole, this is true. But to be considered at all, books have to be read, and it is publishing houses such as the Women's Press and especially Virago, in their Modern Classics series, which are bringing together a body of work which would otherwise have remained invisible to most of us. What they have achieved is to present a tradition of

women's writing in which there are minor classics, as well as the major ones which hitherto have come through to us in splendid isolation.

These "rediscoveries" are too diverse to constitute a genre as such, but the constraints that society has traditionally placed upon women have given rise to some common concerns and this is demonstrated particularly in these four books written between 1920 and 1959. They all seem to reflect worlds quite cut off from real life but like Persius mirror images, they accurately and intelligently picture some of its secret and less tolerable aspects. These books are of high quality by any standards but they also offer special out of very particularly feminine kinds of experience.

The Shutter of Snow is the uninhibited flow of perceptions of a woman

suffering a mental breakdown following puerperal fever. Both the everyday observations and the wild visions of a mind for once unfettered by social convention, are tellingly true though this very freedom of expression is set within the strictly disciplined life of an asylum. *The Love Child* is a magical and intimate tale of the relationship between a lonely, spiritually repressed woman and the child she imaginatively brings into being, though it shows too, the painful and recurrent problems of possessiveness. Mary Webb's oppressive account of family life in *The House in Dormer Forest* is more recognisable and interesting than the heroine's romantic escape from it. The remarkable *Vet's Daughter* gives us an even more ruinous process of family existence. The women are perceived in much the same way as the pet animals and exploited and disposed of as freely.

Francesca Greenwood

The reason why

The World at War. By Mark Arnold-Forster. Methuen £8.50.

0 423 00150 7.

This matter of fact précis of the Second World War, its causes and consequences, is largely written in a clipped, didactic style well suited to use in the book is difficult to put down. The naval and air battles are as moving as ever.

It was written as the book of the television series of 1973. Since then, the successful and highly successful decoding of German signals has been declassified. The author has

accordingly updated his text where necessary, or possible. As he says, it is difficult to attribute any particular decision to any particular Ultra message.

In the last chapter, *The Legacies of War*, brings the story up to 1980. The author contends that the possession of nuclear bombs and the division of Europe into eastern and western spheres of influence have both been pacific in effect. The iron curtain has proved an effective barrier between Nato and the Warsaw Pact. Back to the balance of power.

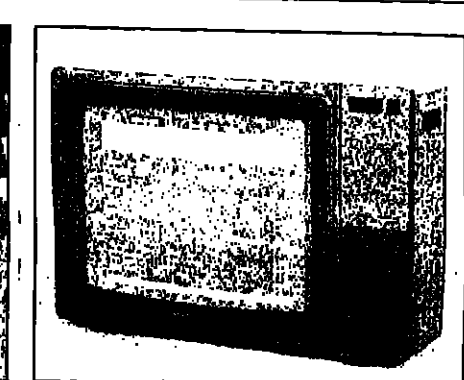
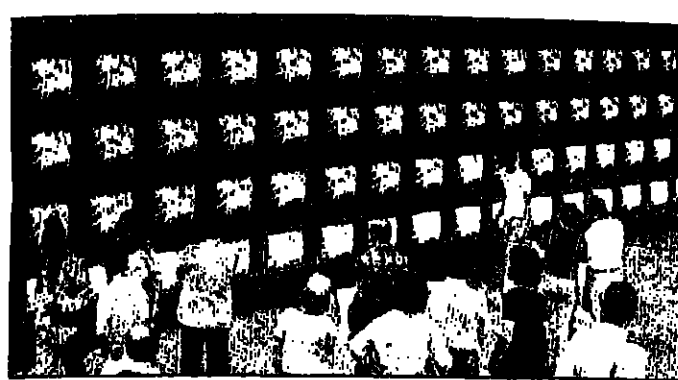
The chronological table is lavishly but not altogether happily set out,

and should be reconsidered for a third edition. There are useful bibliographical notes on the careers of many of the principal personages of these years. There is a brief basic bibliography, a general index, and an index of names. The maps, including the principal battles, are good and clear.

As for the many photographs, they have been very well and comprehensively chosen. They include, highly, a picture of an Allied bulldozer moving corpses at Belsen, and the descent of bombed Hiroshima.

Bernadette Follett

extra Audio-visual review



On page 31 Barry Fox reviews *The International Audio and Video Fair* and on page 30 Bill Hicks discusses the potential of teletext.

Video talkback

Susie Rodwell discusses the potential of interactive video

It has become increasingly fashionable to describe the latter half of the twentieth century as the computer and video age, reflecting the extent to which these technologies are now influencing all aspects of society. In the past, education has tended to lag behind the technological developments taking place in the outside world and where innovations have been introduced into the classroom, they have often failed to realize their potential. Very often this is because they are viewed as ends in themselves and little attempt has been made to match technology and methods, to integrate the innovation into the education system, to train teachers in their use or to provide the necessary support services to their effectiveness.

There is evidence that when one considers video and computer technology, both as separate media or as a combined innovation, things are changing. The introduction of computer systems into schools is now recognized as an acceptable and essential means of enriching the learning and teaching process and preparing children for the twenty-first century. The speed of these developments, given the normally conservative attitudes in the education system, is the result both of government support for the technology and the fact that computers are so much a fact of life that education can no longer afford to ignore them.

Video is also having an impact on an ever widening range of activities, as witnessed by the current domestic video boom, and alongside this it is being increasingly adopted in schools to both extend and replace traditional tools.

However, it is perhaps the combined use of video and computer technology, which could have the most significant impact on education.

There are a range of permutations for interfacing video and computers, but the most unique is that based on the videodisc player. One can best appreciate the implications of this marriage by recalling that both are storage and retrieval media. The videodisc is not only the most densely packed storage medium in existence it is also, of course, a multi-media storage device. It allows rapid access and when used with a microcomputer can provide vast amounts of information with a search time of 1/2 seconds.

The system is being actively explored by a number of educational and commercial establishments in America using videodisc players of varying degrees of sophistication. Four different performance levels have been categorized. At the basic level, the player, either videodisc or videotape which is designed for real time playing of moving images. A level one videodisc player which has freeze frame, auto stop, dual audio, chapter search, but has only limited random access to individual frames.

limited memory and no processing power. The level two player, represented by the so called educational/industrial model videodisc systems, has in addition a built-in programmable memory. At level three, the player has the further capability of interfacing with a computer, which therefore allows not only internal control via the read-only memory printed on the disc itself, but also external control by a computer.

It is the third level player, with its fully interactive potential capable of providing a totally new audio visual concept which causes most excitement. Research teams have been exploring both the hardware (the interface systems needed for linking computer to video disc player) and the programming. Simple interfaces enable the rapid access of selected materials, ie the computer can tell the videodisc to find and show a particular location of still or moving images. The more sophisticated interactive systems, so far developed at Nebraska University and MIT, permit the 'overlay' of computer generated text and graphics on to the video image on the screen, thus allowing a vast amount of visual display alternatives.

Few people doubt the tremendous instructional possibilities both of the simpler and the more extended computer interfaced videodisc systems. Nebraska, for example, has developed a computer controlled game for deaf children that teaches problem solving skills; the computer provides clues and information to help pupils solve a visually presented mystery sequence. There are also a range of simpler videodisc presentations which allow accessing of individual frames or sequences in carefully constructed teaching materials.

Evaluation of programmes such as these has yielded very positive responses. Teachers were particularly enthusiastic about the ability of interactive videodisc systems to present a variety of still and moving images selectively and sequentially, the overall flexibility of the equipment, and their own degree of control of the media based materials. The possible computer monitoring of pupils individual progress was also seen to be valuable.

Interactive videodisc systems have yet to appear in Britain. The much heralded player itself will not be launched until later this year; when it is, it will be the technically and functionally simpler player and the initial marketing strategy will be predominantly consumer orientated. In view of this, it has been argued that interactive video systems based on the currently available videodisc recorders are likely to be of equal, if not more, interest to educationists in the near future.

The Felix Interactive Training System, recently demonstrated by Viscom, is such a system. Although

developed with training needs in mind, it has potential implications for the education sphere, particularly in view of its 'left approach' to interactive computer video systems. Prototypes of the Felix stand-alone system combine a videodisc recorder (the U-Matic) the television set and the Felix processor which controls the VCR. The processor is basically an off-the-shelf conventional key-board terminal with a specialized micro-processor control unit; cost is currently estimated at about £4000 for the set up.

Software is based on the conventional video-cassette which holds standard video programming, together with the computer program on the second audio track. The latter programmes the processor to control the videodisc machine. Material must, of course, be structured for the interactive capacity of the system. For example, the student can use the typewriter-style keyboard to answer questions put by the computer on the monitor, following a section of conventional video teaching. Learning can be self-paced and routed according to performance, and progress can be monitored.

While the computer-VCR system has some advantages over the computer-videodisc system, not the least that one is dealing with a known and already available technology whose production cost implications are clear, its major drawback is slow access time compared with video disc and the limited range of functions. Both technologies, however, attempt to combine the advantages of computer assisted teaching and video-based instruction, being interactive, self-paced, visual, entertaining and high information content.

The ability to present visual images, with computer controlled branching progression, allows individualization of material but requires a considerable amount of creative programming. There are still many fundamental questions to be answered concerning the combined use of video and computers as an audio visual aid. The flexibility present in the technology is still to be fully explored; what will help decide whether interactive video systems have a valuable role to play in education will perhaps depend on the extent to which media producers, teachers and computer programmers can get together to meet the programming challenges.

It is likely that if, or when, educationally based interactive computer video systems take-off, they will do so initially in the further and higher education sector; possibly as an extension of existing CAL projects. What is exciting is the potential such innovations offer for encouraging the team approach to the design and production of integrated visual and computer software to meet clearly defined educational requirements.

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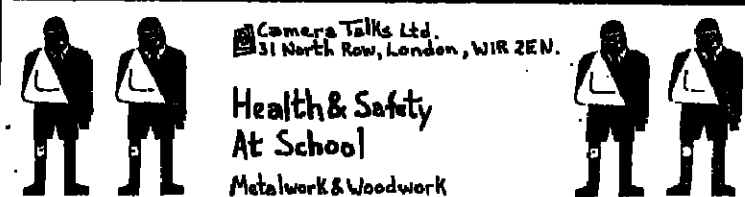
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In search of the Oracle

Bill Hicks discusses the progress of teletext in education and below surveys teletext receivers

Six months ago, the then Parliamentary Under-Secretary of State for Industry, Michael Marshall, decreed that October 1981 be designated "National Teletext Month". Ceefax and Oracle, the respective BBC and IBA teletext services, as well as the manufacturers of receivers and adaptors, were encouraged to forget their differences for a sufficient period to mount a concerted promotional effort, orchestrated by the Department of Industry.

In one respect at least, the idea has already proved a resounding success, bringing together the rival broadcasting organizations, TV makers, dealers and rental firms to an extent inconceivable a year ago.

United in the belief that only public ignorance stands between the currently restricted teletext audience and a potential market of millions, they have together committed some £3 million to a concentrated campaign of consciousness-raising.

Thus, as a member of the television-viewing public, you might well have been urged to "Page the Oracle", as a magazine reader, you might have noticed Andre Previn's enthusiastic endorsement of a certain brand of teletext receiver; had you been a TV dealer, you would have been invited to one of a series of "Talk Teletext" seminars. As a teacher, however, you could almost be excused for passing October in blissful ignorance of teletext, since nothing has been arranged specifically to enhance its use as an educational resource.

Teletext was invented by BBC engineers in the late 60s, who realized that the "spare" lines in any conventional 625-line TV transmission could be used to carry digitally-encoded textual information at no additional cost. In 1974 Ceefax went on the air as a 32-page news magazine, and in 1976, Ceefax and Oracle agreed a national teletext standard, and currently nearly 1,000 pages of hard news, statistical information, games, recipes and much else that you might expect from, say, a quality newspaper - are available to the 200,000 or so owners of teletext receivers.

From the beginning, the educational potential of teletext was widely recognized, and by 1978 a number of secondary schools - on the initiative of enthusiastic teachers and

sometimes aided by magnanimous local companies - were already using the service regularly, with particularly good results in current affairs lessons.

In the same year, the first, and only, thorough trial of teletext as a complement to normal Schools TV programmes was conducted. Ceefax provided a number of pages of follow-up information and worksheet-style exercises related to both secondary and primary level programmes, including *Exploring Science*, *Springboard* and *Merry-go-round*. Much use was made of the "reveal button" facility, enabling comprehension questions to be discussed by a class or group of children, before the right answer is summoned, preferably as reinforcement rather than correction.

Mixed response

The experiment - which, with the aid of sets donated to some sixteen schools by Radio Rentals, continued into the 1979 academic year - elicited a mixed response from participating teachers. As expected, most children displayed a willingness to work with teletext material far greater than their normal response to worksheets, but both teachers and children were often frustrated by the limited nature of the special material, as well as by technical problems associated with the early teletext broadcasts, which have now improved.

More significantly, they were able to explore the rich and constantly updated mines of information provided by the normal "public" pages, many of which have direct relevance to conventional school disciplines. If nothing else, a teletext receiver is an invaluable addition to a school library, offering an ideal solution to a child's often haphazard, rapidly dissipated desire for information.

Teachers and pupils were also encouraged to suggest improvements to the complementary pages, and for a time it seemed that a genuinely responsive teletext schools service could evolve; but the experiment came to a premature end in 1979, and Ceefax no longer carries any teletext material aimed purely at children is Oracle's "Kid's Pages" (Oracle 303 to 308), a sort of teletext comic including jokes, puzzles, quiz-

zes, and a "readers' page" of birth days; similar material for the whole family appears on Ceefax pages 210-219.

Conceding that education was one of several areas in which the full potential of teletext is yet to be realized, Ceefax editor, Colin McIntyre, tempered regret for the demise of the Ceefax Schools pages with his great enthusiasm for two highly specialized applications of the service which are currently receiving priority - subtitled for the deaf and hard-of-hearing, and "teletextware".

"It's primarily a matter of channeling limited budgets into projects which will provide the most benefit to the largest number of people", Mr McIntyre said. "Right now, my greatest concern is to increase the number of programmes which are regularly subtitled so that they can be enjoyed equally by deaf and hearing viewers".

Regular full subtitling began last year with the 13 episodes of "Life on Earth". Now deaf people with teletext receivers can obtain full or precise subtitles (which appear in black cut-outs at the bottom of the screen) by keying pages 170 (BBC1) and 270 (BBC2). Between one and two hours a week of the "most popular and important" programmes are subtitled by Ceefax, and Oracle's less-well-developed service is on page 199.

As a special effort for Teletext Month, five new series have been subtitled, including *The Borgias* and *Great Railway Journeys of the World* - but even using an advanced computer-assisted system it still takes about 30 hours to subtitle one hour of programme, or 10 hours for one hour of précis.

A new system, using a Palantype shorthand machine to supply "instant" subtitles, is being developed with Leicester Polytechnic. It was first used on the live transmission of President Reagan's inaugural speech in January, and should eventually be available for all live programmes when various problems have been eliminated.

Not surprisingly, schools for deaf children are among the most eager users of teletext services, even though subtitling has yet to be extended to Schools Programmes; the

delight of a deaf child, "For the first time able to follow the half-time football results", was enough to convince Mr McIntyre that the priority was right. Like all other schools, however, they have to compete for limited funds, and often rely on charity or self-help to acquire the necessary hardware.

For all its potential, teletext has more than once been described by educationists as a "medium waiting for the right message". Teletextware - a means of distributing computer programs at low cost as part of the normal teletext broadcast signal - provides the medium with an extremely complex, and for schools, immensely attractive message.

The idea of teletextware emerged from the realization that a normal teletext receiver had much in common with a microcomputer, and that only a relatively inexpensive microprocessor, and some form of memory, need be added to enable it to "capture" programs off-air.

The idea became reality in a project - now entering its second year - run by the faculty of education at Brighton Polytechnic, with the cooperation of Ceefax, Oracle, and funding from the Department of Industry, CET and others. The hardware - a 22in teletext receiver plus a 280Z microprocessor and alphanumeric keyboard and mini-cassette drive program storage - has been developed by Mullard and is now installed in nine secondary schools throughout the UK. The software - to date, 12 programs designed at Brighton Polytechnic - is broadcast, half by Ceefax (pages 700-702), and half by Oracle (pages 175 and 184).

Main aims

One of the main aims of the project is to simplify the whole business of using computers in schools, so that non-expert teachers can share in the advantages currently monopolized by maths/science departments.

For this reason, many of the programs are deliberately aimed at arts and humanities subject areas, and the project researcher, Leslie Mapp, said he was "extremely heartened" by teachers' response.

"During the first year, when we were establishing the research part-

terns and installing the equipment, most of the teachers involved rapidly got over the stage of being impressed by the hardware", Mr Mapp said. "Now, they are beginning to use the software, and are coming back to us with relevant questions and valuable suggestions."

He stressed, however, that teletextware was still at the "crystal set" stage of development. While the project hoped to be able to offer a complete change of menu and up to 30 programs this term, much time was still consumed in establishing routines and ensuring that all the software was "bug-free".

When the current project ends next year, Mr Mapp hoped that the research would be continued along two or three different paths, notably in primary schools and in its most obviously valuable application for distance learning.

The Mullard equipment - which is thought to cost significantly less than the combined cost of a teletext receiver and a microcomputer - might not become available for a matter of years.

Teletextware, however, will be playing an important role in the BBC's own "computer literacy" course which begins, with a series of TV programmes, in January 1982. From the start, programs covering a range of topics from household budgeting to amateur astronomy will be broadcast on Ceefax for direct "downloading" into the memory of the BBC Microcomputer (price about £200 by mail order) via a teletext adaptor available for about £100.

If Teletext Month achieves its desired effect, we can confidently expect the price of hardware to fall and the variety of programming to increase, following the pattern seen in the home video market. Improvements in teletext graphics, the readability of characters, the stability and access times of pages, are constantly being made, and already local Oracle services are promised. When compared, say, to the price of a set of reference books, or subscriptions to several newspapers, a teletext receiver and licence already seems to offer quite a bargain, and perhaps schools which have dismissed it in the past will be encouraged to think again.

Spare line receivers

One of the greatest advantages held by teletext over its closest rival, the Post Office viewdata system Prestel, is that the BBC Ceefax and IBA Oracle pages can be received free of charge by owners of teletext receivers. No extra licence fee or standing charge is payable.

This fact - which, according to a survey carried out by Philips in June was not appreciated by some 75 per cent of the adult TV-viewing public - arises from the economical method of teletext transmission, making use of the "spare" lines in conventional 625 line programme broadcasting. For this reason, every domestic TV set gathers teletext information along with normal BBC and ITV programmes.

On a poorly-tuned set, the digitally-encoded signals are sometimes visible as a ragged line at the top of the picture; all that is required to translate them into any one of the 1,000-odd pages of Ceefax and Oracle information is a small integrated circuit decoder, and a numerical keypad to select the required page from the constantly re-cycling signals.

Most TV manufacturers now make teletext receivers incorporating a de-

Discs and more discs

Barry Fox on the International Audio and Video Fair

For the European television, video and audio trade, the Funkausstellung, now held in Berlin every second Autumn, is without doubt one of the few exhibitions which no one can afford to miss. In many cases the demonstrations of new technology at Berlin pre-empt the equally important Japanese electronics shows which are held a few weeks later in Tokyo and Osaka. The Berlin show offers an invaluable pointer to the future of consumer electronics.

The Funkausstellung has now grown to spread over 90,000 square metres of roofed-in exhibition space in 24 halls and pavilions. German radio and TV stations broadcast live from the site and there are seminars, concerts and lectures in the vast International Conference Centre. With more than 500 exhibitors from 27 countries, a visitor needs several days to cover even part of the show. To cater for this, a season ticket costs 27 DM, or around £6, and the exhibition is open for ten days. Any-one planning to visit the next Funkausstellung should plan early, since hotels and flights are booked months in advance.

The Funkausstellung was originally a radio and TV show, but has now been officially re-named The International Audio and Video Fair. This new name is very significant. While hi-fi is in limbo waiting for the advent of digital sound, interest in TV and video is booming. Virtually all the major announcements this year

related to digital audio or video and television technology.

No one who visited Berlin could doubt that digital sound will very soon be here. Almost every major electronics manufacturer was showing some kind of digital disc player or digital audio tape recorder. The show also left no doubt that the Compact Disc, developed by Philips and further developed by Sony, will be the world standard for digital audio discs in the home. The Compact Disc is 12cms (just under 5ins) in diameter, and is essentially a miniature version of the Philips Laserdisc videodisc. A Compact Disc is made from plastic, with a coating of reflective material. A spiral of microscopically tiny pits in the disc surface is tracked by a solid state laser, rather like a high powered LED. Up to one hour of stereo sound is recorded on one side of the disc in digital code (perhaps best described in lay terms as a sophisticated Morse code) but reproduction is through a normal hi-fi system, so only the player and disc are different. Because the disc is so tiny the player could theoretically be as small as a cigar box, though in practice, reduction of the Compact Disc player to such size depends on the large scale integration of all its electronic circuits onto chips. So far all Compact Disc players have needed an outboard box of electronic circuitry to make them work.

In Berlin, for the first time, the Japanese company Matsushita was showing a Compact Disc player with all the necessary circuits built into a single cabinet. But the Matsushita player is still large by cigar box standards. The Compact Disc player, which will be sold later next year under the Technics brand name, contains 100 integrated circuits, which will eventually be amalgamated into just six small chips.

The advantages of the Compact Disc system are numerous. Apart from the extremely high audio quality available from a digital recording, there is a real benefit from having one hour of uninterrupted stereo on a single side of a five inch disc. Storage problems are greatly eased, and the disc itself can be handled

and even scratched without adverse effect on the sound. The laser beam simply sees straight through, or round, any surface blemishes. Apart from the problems of integration the other main snag in reducing player size is the difficulty of pressing the disc. They have much in common with video discs, and the pits are so small (nearly 1/100th the size of a conventional gramophone record groove) that surgical precision and cleanliness is needed to produce perfect recordings. This, more than anything else, is likely to delay the commercial boom in digital sound.

Two other types of disc have been proposed as a standard for digital audio in the home. The Japanese company JVC has developed a digital audio version of VHD videodisc. The JVC audio disc, called AHD, offers three channels of sound with still, colour pictures. But, like the VHD disc, it is bulky (10 inches in diameter) and needs to be stored in a protective caddy. Although Thorn-EMI, who back VHD in Britain, has not made any formal announcement, an internal decision has already been taken to back the Compact Disc for audio. Even JVC is almost totally silent about AHD.

The other proposal, and another commercial non-starter, is the Mini Disc from Telefunken of Germany. This is of similar size to the Compact Disc but is derived from the old, and now defunct, Teldec TeD videodisc system. The Telefunken Mini Disc has a very fine-pitched groove on the surface which is tracked by a microscopically fine diamond stylus. This stylus must be automatically polished after each disc play.

Not surprisingly, the disc is so sensitive to handling that, like VHD and AHD disc, it must be stored in a caddy.

Although Laservision, the Philips optical videodisc which is backed by Pioneer of Japan, has been available in USA shops for nearly three years now, sales have been slow. This may not be significant because sales of the other videodisc system available in the USA (RCA Selectavision) have also been slow, despite much

continued on next page

continued from previous page

control keypad unit - providing the bonus of remote control on normal programmes for sets without this facility.

One of the most sophisticated adaptors is Labgear's 7056 Colour-text model (about £250), which is especially suitable for schools since, with the addition of a Labgear splitter and distribution amplifier, several different TV sets can be fed simultaneously. Other features include a special sound output socket for connection to a hi-fi system, an "alarm clock" mode for automatic pre-set switching from normal to teletext reception, a TV channel identity display which disappears after a few seconds of changing channels, and VCR compatibility.

The Radofin TAD 100 Teletext adaptor, distributed by Acme Electric, and the most recently launched model, Ayr Viewdata's T1 Teletext Adaptor, are both slightly less expensive, and offer all the basic teletext features including single or double character height, mixed text and picture mode, "hold", reveal, and digital time display. Each is priced at around £200.

A final way into teletext - by renting a receiver - seems to be becoming more attractive, with Granada lowering its rates as a National Teletext Month concession and other companies likely to follow suit. The going rate for a teletext set is now around £15 a month from the big national chains, and in some cases considerably less, often only 50p or so more than a normal colour set.

Addresses

Acme Electric Co, Acme House, 74 Great Eastern St, London EC2.
Ayr Viewdata Ltd, 2 Canada Road, Biffert, Surrey.
Labgear Ltd, Abbey Walk, Cam-bridge, CB1 2RQ.

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Training needs

Peter Turner on audio-visual packages for school-based in-service training

Cutbacks in educational finance mean that, in a labour intensive industry, an increasing proportion of the employment budget is devoted to the employment of teachers. Even this expenditure is not safe. As the numbers of children on roll declines, authorities seek to reduce the numbers of teachers employed. Already, this has had serious consequences for the primary sector and, over the next few years, it seems likely that the pattern will be repeated in Secondary Schools. Teachers' unions anxious to preserve jobs, suggest alternative means of achieving the required economies and this adds to the difficulties of those seeking funds to finance other activities within the educational service.

As a part of this total effect, there is likely to be a decline in the promotion prospects for teachers and in the opportunities for them to gain experience through change of school. As a reduced number of students enter training, there will be less contact between teachers and those engaged in teacher training, and as fewer probationers enter the schools from the colleges, fewer schools will experience the refreshment of new ideas. Teachers, confined to schools with small chance for promotion, are likely to be more inclined to become stale and despondent.

During the same period, industry and society in general, is being affected by the upheavals of the microelectronics revolution. Education is pressed to anticipate the new requirements.

This all suggests that in-service training, and professional development of teachers in schools, should be given high priority. We cannot regard teacher training, or indeed any other training, as a once-and-for-all process. Training must be a regular component of professional life.

Unfortunately, in most authorities, the in-service training programme was an early casualty in the battle for financial economies. The traditional pattern, of sending teachers from schools to courses of varying lengths on a residential basis, is a very expensive one.

Frequently, this expenditure has proved to be ineffective. The teacher returns full of enthusiasm for a new idea, or a new pattern of organization, only to be squashed by colleagues. "Oh, That wouldn't work here," or "We tried it before and it was a disaster," or "It's all right for them, they've got..." seems to be

the conditioned response under such circumstances.

All these factors point towards a need for increasing provision of school-based in-service training courses, which can provide a one-on-one experience for all or at least staff. For such courses to succeed, however, they need to draw information from outside so that a variety of experience can be considered. What in the school, there needs to be an opportunity for discussion and some flexibility in management so that appropriate ideas can be developed.

The required information and experience cannot come entirely from the advisory services. Advisory services are not large enough to be able to provide this level of support in every school. The gap in provision can only be filled by distance learning packages, which include a substantial audio visual component to give teachers a picture of successful ideas in action. These materials can be produced by authorities themselves or commissioned from agencies of higher education, polytechnics or universities.

In Surrey, for reasons of economy, the audio-visual component for distance learning materials is produced on videocassette, but equally effective use could be made of film or multi-screen slide/tape programmes. Whatever media is selected, needs to be used in conjunction with the printed word.

The Inspectorate produced in Surrey provide information on all the factors that need to be considered by a teacher group working together while the video packages show successful examples taken from local schools. The ideal is to have materials available in advance of demand so that schools can draw from the library to meet their needs as they identify them. In some cases, it is necessary to speedily production. Recently, for example, four video programmes were prepared during the Summer holiday on the operation of the Research Machines 3802 microprocessor computer. As thirty-five Surrey secondary schools had responded to the Department of Industry offer, each of these schools required a copy of these programmes ready for the start of the new term and before they received their machine.

This short term need, in a large number of schools, met by local production is not really typical of Surrey in-service training packages. A majority of the programmes are used to illustrate teaching techniques in action especially in specialist subjects. The Surrey collection includes topics like Team Teaching, Provision for Exceptional Children and Establishing a Learning Resources Centre. In each case, teachers considering such developments have the opportunity to view the outcome of efforts in other schools as a part of the decision making process.

A third, and growing collection, provides support for management training for teachers occupying senior posts or for those seeking promotion. Although this particular approach to in-service training has only been possible for a very short time, the courses appear to have a reality which seems to be impossible to achieve through traditional methods. Frequently, the course can start with the consideration of a particular problem that exists in the school and, although the videotapes and supporting materials present organizational patterns, the staff of the school actually identify the problem to the problem and adapt it to the conditions which exist in their school. It is a natural step from finding the answer to an action or implementation stage.

Peter Turner is Chairman of the Educational Television Association and General Inspector for Educational Technology for Surrey County Council.

Fresh woods, pastures new

Osborne Guide to Birds of Britain and Europe. By Rob Hume. Osborne £3.99. 0 86020 495 2
Osborne Guide to Wild Flowers of Britain and Europe. By Barry Tebb. Osborne £2.50. 0 86020 496 0
Osborne Guide to Trees of Britain and Europe. By Mary Barrett. Osborne £2.50. 0 86020 498 7
The Hamlyn Guide to Trees of Britain and Europe. By C.J. Humphries, J.R. Press and D.A. Sutton. Hamlyn £5.95. 0 600 38777 1. £3.95. 33278 1

Field guides to the various animal and plant groups continue to pour off the presses in what has become, by now, a somewhat bewildering variety of comprehensiveness and price. With the new Osborne series one's initial reaction is to wonder if they are intended to supersede the publisher's now famous Spotter's Guides. Probably not, since the latter still provide excellent value, at a modest level, for a particular type of nature lover. Larger in format, more expensive, and considerably more ambitious, the most obvious feature of the Osborne Guides in their greater coverage of species - *Wild Flowers*, for example, including three times as many as the corresponding Spotter's Guide, although the difference is less marked in the other titles. *Birds* has about 150 species; those, the book's blurb tells us, "you are most likely to see", which is a bit glib since goshawk and black woodpecker, for example, are likely to be elusive even on the Continent. However, narrowing the field in this way does at least allow those species selected to be shown to greater advantage with (as here) one or two species per page, with arrows indicating particular diagnostic features, appearance in flight and, occasionally, seasonal, sexual and juvenile difference. Gone is what some might think of as the essential character of the bird field guide, at least: direct comparison between closely similar species on the same page. One cannot have it both ways, I suppose.

With other taxonomic groups, problems of identification can be overcome in various ways. *Wild Flowers* keys in its 300 species by petal shape, numbers and colour, so that one can, for example, quickly come to larkspur by knowing that it has blue spurred flowers and then thumb one's way to that particular section. A useful feature of this volume is that it gives the size of the whole plant, and also highlights, by means of textual boxes, such species as might be confused with the one illustrated and described. In *Trees*, the observer is initially drawn to likely species by means of a leaf key and here again a limited coverage (only 120 species) allows the allocation of a page to each, with illustrations of leaves, flowers, fruits, bark, as well as the trees' overall appearance, including winter silhouette.

Anthony Wootton



This detail from an early sixteenth century Flemish tapestry showing hunters in a forest is one of many illustrations - historical, botanical, from all kinds of forests, woodlands and jungles in Mitchell Beazley's impressive *The International Book of the Forest* (£14.95).

Children's literature Cat's eye view

The Mouse Butcher. By Dick King-Smith. Gollancz £4.95. 0 575 02899 8
Further Inventions of Mr Cogg. By Carolyn Sloan. Macmillan £4.95. 0 333 31125 6
Holly, Mud and Whisky. By David Rees. Dutton £4.95. 0 234 72229 0
Black Cats and The Silver Crown. By Margaret and Mary Baker. Kestrel £3.95. 0 7226 5709 9

All these books feature cats in greater or lesser degree. There are no humans in Dick King-Smith's book. They have fled from an unnamed island because of some disaster, taking their dogs but leaving their cats, who assume the names and personalities of their late owners. Tom Plug, the butcher's sleek black cat, is asked to supply meat to Colonel and Lady Maud Bampton-Bush, aristocratic Blue Persians and their large family at the Big House. The Colonel, bitten on the nose by a mouse in kittenhood, is afraid of mice and won't hunt. Tom supplies fish, pheasant and other delicacies to the Persians, his hunting made more enjoyable when he falls in love with Diana, the youngest blue pussy with the "dearest little whiskers, the most glorious golden eyes." Great Mog, sworn enemy, almost puts paid to Tom's triumph in the end and weds the fair Diana. *The Mouse Butcher* is illustrated by Wendy Smith, and romantically inclined youngsters

from seven to ten should lap it up. Imaginative readers of nine plus will relish the absurdities of Carolyn Sloan's second book about Mr Cogg, inventor of a computer that does everything it is asked. Often the results are disastrous, like the time Mr Cogg's aunt leaves her Indian mynah bird, Merlin, in his care. Merlin commands the computer to build an Indian palace with elephant stables. Mercifully, the computer can't supply elephants without a permit; but Mr Cogg isn't quick enough to stop the bird's demands for a every meal. However, the butler does help Cogg to invent a balloon, and then flies away in it. Cogg's cat Holy Mackerel is very mixed up in these farcical situations, especially when Cogg turns film producer and gives Holy Mackerel lessons in Method acting so that he can become a great star. The illustrations by Olenys Ambros add considerably to the amusement. The publishers of *Holly, Mud and Whisky* ought to have made it clear that David Rees's book is intended for young adults. Anybody who goes by the jacket and the blurb and gives it to an under-12 can expect some embarrassing moments. *Holly and Mud* are older cats, and *Whisky* is a kitten that disappears just before Christmas. Although little more than subsidiary characters, they are much more likeable than the humans who own them. The Bartlett boys are not my idea of Heaven. Adam aged nine, is probably a normal small boy. But Stephen, two years older, obsessed by his growing knowledge of sex, is

very vocal about gays and jockstraps, and he is envious of Chris, the older brother, aged 19 and unemployed, who is considering hitch-hiking to Greece for a holiday. At one point when the boys get embroiled in a sexy talk I felt like their mother when she says: "I've had enough of this conversation for one day." David Rees won the 1979 Carnegie Medal. The illustrations are by David Grosvenor. As far as I'm concerned, the most enchanting of these four books is the Kestrel reissue of two stories by Margaret and Mary Baker. They are classics already, and they are likely to go on being classics for as long as people can read. *Black Cats and The Tinker's Wife*, originally published in 1923, is about a witch's curse that turns a great many people into cats who are imprisoned in a cave. Eventually they are freed from the spell by the cleverness of a tinker's wife. *The Poles and The Silver Crown*, originally published in 1927, tells the adventures of a crown piece that two children lose on their way to a Fair. Flakes bewitch the coin, then play a lot of pranks on various people who find it before it is returned to the children. Margaret Baker, who wrote the words, is now 91. Her sister Mary, whose charming silhouettes illustrate the stories, is 84. The Misses Baker published about 40 children's books between 1923 and 1950. This is the second which Kestrel have reissued. I hope they plan to do more. Fred Urquhart

books What shall I read?

Choosing and Using Books in the First School. By Peggy Heeks. Macmillan Educational £6.50. 0 333 27309 5. £3.95. 0 333 32645 8

Here is a remarkable addition to the series "Language Books" edited by Dr Joyce Morris.

Choosing and Using Books in the First School is a practical guide, based on the author's wide experience, and enriched by her thoughtful, inspired understanding of the relationships between children and books. Though basically a guide to book selection it would be an oversimplification to describe it. Experts will find fresh inspiration while beginners, even if at first daunted by the density of the text, will learn much.

Ten sections, the first "Adult Hopes and Children's Needs", cover choosing, reading and using everything of book from fairy tales to information manuals. "Organizing for Use" is the only chapter that pays detailed attention to the library. But this is a book on the needs of a first school where books should be all around, easily available to the children. A central library can be regarded as "a pool from which teachers can draw, then return material". The Bullock Report confirms the good sense of this two level system and emphasizes the particular importance of achieving change of stock in vertically grouped classrooms.

Peggy Heeks capitalizes on what she has observed as a judge of the junior books submitted for the TES

Information Book Award and deals helpfully with this most difficult area of book selection. A fascinating chapter "Interpreting Pictures" probes the limits of a child's perception and his preferences at each stage of his development.

However, it is invidious to choose sections for commendation. The reader will be well advised to select areas of personal interest and, having read these, then read the guide right through to get the feel of its scope and direction.

The sections are all similarly structured and each can be read independently. Preceded by a detailed list of contents each section is divided under the headings in the list and includes suggested books with notations, these books to form a basis for workshop comparisons. Peggy Heeks believes that "the best guide to selection is one's own judgment trained through exercise and discussion and backed by a sense of purpose." Finally, at the end of each section are listed sources of numerous references.

It is a pity there is no index. Detailed lists of contents do not obviate the need for one. Tracing particular information or advice (which may appear in more than one context) entails deciding upon the relevant chapters and then scanning the contents lists. At the end of the paperback edition there are four blank pages. On these one could, I suppose, note headings with page references!

Cecilia Gordon

Economically speaking

Basic Economics. By Jack Harvey. Macmillan Education £1.95. Workbook £1.35. 333 27985 9
Social Economics (3rd Edition). By Jack Nobbs. McGraw Hill £3.95. 07 084643

Jack Harvey continues to lead the field with his sixth school economics textbook, and as usual provides sound value for money: 352 pages for £1.95 implies that his publishers think that his name will guarantee large sales. Indeed, when a new textbook is to go on, then place orders for class sets. Harvey is comprehensive, reliable, up-to-date and cheap: students like his support in preparing for examinations. It's just too bad he isn't provocative and graphically stimulating as well.

As usual, the preface states that the text is suitable for all levels of courses, though it is intended mainly for O level students. The level of

treatment however often lies between O and A level. The workbook is more inspired, and is worth buying even without the textbook, since it contains a variety of activities, including some data response questions which will enliven classroom discussions.

Jack Nobbs is almost as prolific a textbook writer as Harvey, and the third edition of *Social Economics* is published 12 years after the first. The revised version is particularly suitable for students taking the Associated Examining Board's O level in Social Economics. The price reflects the sophisticated layout and use of graphics: it actually looks attractive. Nobbs' experience as teacher and examiner is reflected in the realistic level of exposition, and the addition of data response questions enhances an already successful publication.

David Whitehead

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polytechnics Unemployment specialist

In the annual competition for jobs polytechnic graduates are more likely to be unemployed. Edward Fennell explains why.

This year the five polytechnics in London will be gaining the services of an extra careers adviser. Not bad, you may say, at a time of cuts. But the job of this new recruit will not be the traditional one of liaising with employers and fixing up interviews for aspiring management trainees. Instead, it is to grapple with the problems of the jobless as the country's first higher education unemployment specialist.

The fact that this job is now necessary is a kind of formal recognition that the highly qualified are no longer immune to the effects of the recession or the vicissitudes of the employment market. Ten years ago, when the polytechnics were born, that would have seemed incomprehensible and even five years ago it would have been considered far-fetched. But now in the knowledge that at least one quarter of this summer's graduates are unemployed the appointment of an unemployment specialist is simply honest and realistic.

In the annual competition for jobs polytechnic students have a record for being more likely to end up unemployed than their university equivalents. Ever back in 1977 there were 17 unemployed polytechnic graduates for every eleven from the universities, and since then the gap seems not to have reduced.

To a large extent it is the basic

make-up of the polytechnic provision which accounts for the differences. To begin with, at least, the more vocational bias of the polytechnics meant that their graduates were well-primed for direct entry into jobs and hence post-graduate professional training was inappropriate and unnecessary. However, as the range of polytechnic courses grew, and with increasing numbers studying the humanities and social sciences, so the employment problems developed. In sociology for example there were more graduates from polytechnics than universities and the proportion of unemployed was almost twice as great.

Explanations for such a disparity are varied and (not surprisingly) controversial. Some critics put it down simply to a different calibre of student, although this is by no means accepted by all employers. David Dennis, the graduate recruitment officer for Marks and Spencer, commented recently "We are certainly not prejudiced against polytechnic students and welcome applications from them."

Basically, we are interested in individual performance and consider that the well-structured sandwich placements undertaken by many polytechnic students is a good grounding for the kind of management training we offer."

Nonetheless, there are employers

who see polytechnic graduates as second class applicants. Some of the older professional firms, for example, are not interested in recruiting them on the grounds that their (probable) lower A Level grades indicates a lesser ability to pass the professional examinations.

The job of changing these attitudes lies with the polytechnics' careers staff who can face an uphill struggle in persuading such employers to include their institutions on the "milk round". This may be difficult anyway because the comparatively smallness of polytechnics can dissuade a busy graduate recruitment team from making a special visit, especially if their vacancies are likely to be oversubscribed in any case.

Even so, in generating greater interest amongst employers the polytechnics' careers staff suffer from their own lack of resources. One major polytechnic in southern England had only one careers adviser for a number of years. When, at last, a second was appointed there was an immediate and significant improvement in the "placing" rate. And even with the new addition this polytechnic falls short of most university staffing levels especially when all their other non-degree students are also taken into account.

While many of the science and technology departments can "sell" their students through sandwich

placements and other industrial contacts those on non-vocational courses are often dependent on the good-will built up by their careers staff. Yet in the early days some academics resisted the idea of a substantial careers service on the grounds that it was unnecessary.

Although polytechnics are now full members, with the universities, of AGCAS (the Association of Graduate Careers Advisory Services) the organization of their services varies considerably because of their place within the I.E.A.S. structure. In some cases the careers advisers are members of the polytechnic staff. In others they are part of the normal careers service provided to schools and colleges.

This distinction obviously influences the nature and style of the service. In London, for example, the five polytechnics' 13 careers advisers are run as a team under the management of an assistant principal careers officer at I.E.A. Elsewhere careers advisers are part of the polytechnics' own student services' staff and on a variety of grades, some academic, others administrative.

The argument in favour of being part of the authority's careers service is that this affords economies of scale. I.E.A.'s new "Unemployment Specialist" for example would not be feasible for an individual institution. In any case career service manage-

ment is likely to put a higher priority on the need for careers work than would an Academic Board.

It is also claimed that Careers Service careers advisers are likely to have wider horizons because they are part of an organization which deals with the whole educational community from fifth-form leavers through to sixth-form A level students and including those at technical and further education colleges. In other words there is a link with the students even before they arrive at the polytechnic.

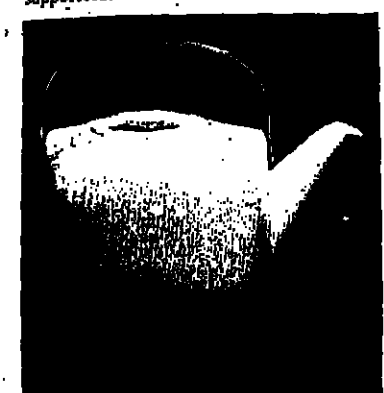
Moreover, since the closure of the MSC's occupational guidance unit there have been increasing numbers of "off-street" adults coming in and seeking advice, all of which has added to the work-load caused by larger student numbers and increasing numbers requesting individual guidance.

It is hard for anyone these days to be optimistic about future employment prospects and no careers adviser would pretend that there are all rich pickings for every graduate. But there does seem still to be a positive response to the challenges. As one careers adviser admitted slightly shame-faced, "of course the present situation is very tragic but I must say that professionally it is also very exciting - we've got so much to do that's new!"

Innovations and insolvency

Susan Thomas on the delicate position of the slide libraries

Slide libraries, those invaluable sources of free teaching aids, are under threat from the cutbacks. Already Westminster has lost its collection and even the Victoria and Albert one is under threat. A half-breath earlier this year. As a result there is a lot of activity on the visual resources front as the librarians, treading a delicate path between innovations and insolvency, bid for supporters.



A four star attraction in the pipeline at the Design Council's Slide Library is "Designers Talking", slide tape packs on which the century's great designers discuss their work in the context of two world wars, mass education and advancing technology. Other ideas include slide packs with teaching notes (previously only offered for sale) and a new, up-to-date catalogue, no easy task when new acquisitions come in at the rate of 300 a month.

The library, with its excellent coverage of design history, is widely used by teachers who borrow the slides, 40 at a time for a fortnight. There is a £1.15 charge for post and packing but personal callers pay nothing. The collection, begun during

the old days of the Council of Industrial Design, covers the design history of manufactured goods, houses, craft, interiors and the built environment and has a unique collection of the "Britain Can Make It" and "Festival of Britain" exhibitions.

The Council's photographers cover major exhibitions in the UK and the Design Index itself is a steady source of good, home produced designs.

There are, say the Centre, predictable favourites. The primaries go for the history of housing, toys, the street market - secondary design teachers need plastics, Bauhaus and furniture. Because the teaching programme, as well as the demands of publishers and exhibitors, inevitably causes a run on certain slides there are six copies of most subjects.

Many staff come during the holidays to browse through the collection and make their choice for the year; others order specific examples by post and, from mid October will be able to use the new catalogue; a few simply write with bland assurance asking for "Twenty slides to illustrate my lessons on the history of design".

While the Centre will search and probably oblige, Bertie Maxwell, librarian of the National Art Slide Library at the Victoria and Albert, cannot countenance such vagueness because of the sheer volume of loans. His customers, all educators, whether in school, college or adult education, select from the catalogue or from the volumes of tiny black and white prints stored at the museum or not at all.

They are allowed the free loan of 40 slides for three weeks, not for reproduction, personal use or to take out of the country. They have a turnover of 175,000 slides a year and lose remarkably few.

The NASL has over half a million slides covering 120,000 subjects, a

third of which actually belong to the Museum. The collection has been built up since the end of the last century and supplemented by items from the special exhibitions held at the museum, contacts with the Arts Council, the Courtauld Institute, Theatre Project and other major art museums.

While it is library policy to be unbiased, he is clearly pleased with the coverage of Fabergé, the recent additions in the field of modern glass and the examples of Serbian goldsmiths. Many of the greatest prizes enter the collection because they were exhibited in a special exhibition



within the museum itself. Just to consider the subjects in the short listings under C - Cambridge plate, cameras, caricatures, cave paintings, coins, clocks and Constable - gives an indication of the extraordinary range of subjects. International exchange covers foreign exhibitions and Mr Maxwell buys slides from private collectors and world travellers. "If the quality is good and the background impeccable."

Microcomputers are the most recent innovation into the NASL's



sophisticated library system to update the catalogues so vital to borrowers outside London.

The Crafts Council, whose entire slide collection is less than one tenth of the annual loans from the NASL, is currently building a new, larger library to house the collection. When it opens in January, teachers will have easier access to the 17,000 slides.

In the meantime they can order "any reasonable number" from the catalogue or the information service. The collection covers all the craftsman on the Council's prestigious Craft Index, as well as examples of craftsmen at work using a variety of techniques and the finished articles, which these produce. Borrowers pay £1 postal charges or, if they combine a visit to the latest exhibition at Waterloo Place with a personal collection service, nothing.

With the development last year of the Visual Resources section of the Arts Library Society with Bertie as chairman, there should be better slide coverage for the arts. Members include interested individuals, the Architectural Association, the V and A, the Design Council, the National Portrait Gallery, the RCA and the Open University.

The programme includes visits to

various collections and commercial producers and workshops on areas of specific interest. Members spent a day at the V and A library in June and visits to the NPG and the AA are already scheduled.

Pooling expertise can only serve to improve the efficiency and economy of provision as well as giving a little extra muscle to the threatened institutions. It would be a genuine tragedy if our slide libraries were to find themselves so run down that they could not provide a good educational service, or worse, like the Italians whose very name is synonymous with good design, were unable to maintain a visual record at all.

Crafts Council Slide Library, 12 Waterloo Place, London SW1Y 4AU. Design Council Slide Library, 28 Haymarket, London SW1Y 4SO. National Art Slide Library, Victoria and Albert Museum, South Kensington.

Graham Bullock, ARIS Secretary, Hull College of Higher Education, Queens Gardens, Hull HU1 3DH.

Left: a German Rosenthal teapot which is a V and A slide; centre: part of a Constable sketch also from the V and A; above left: V and A exhibit; above right: a Victorian kitchen which is a Design Council slide.

Looking to the library

Jonathan Smith makes a plea for students to learn to use a most valuable resource before they arrive at the polytechnic

It never ceases to amaze librarians that large numbers of students arrive at polytechnics to study on degree or other courses without ever having been into a library. It amazes them even more that, during their courses, some students avoid using it against all the encouragement of academic staff.

Patterns vary from subject to subject. The common view is that students of the humanities arrive fairly well able to use the library. Their interests, so far, have probably led them to do a fair amount of reading outside the school curriculum, and that has led them on to their local libraries.

They may not have the more refined skills of bibliographic searching, and may well not know how to use periodicals effectively. But with help and encouragement these are easy to acquire.

On the other extreme are the heavily lecture or laboratory-based

courses. Those on technological and scientific courses tend to use the library much less, and when they do it is often to consult periodical articles, the most up-to-date source of scientific information. Lecturers emphasise the importance of periodicals, and again there is always the librarian to help.

Between these two extremes lie what are sometimes called the vocational courses. Students of business, or accountancy, social work or law have decided on their job, rather than their subject, and have come to the polytechnic to fulfil that aim.

They arrive expecting to be taught the skills they will need in their careers, and some are not a little surprised to discover that higher education is very different thing to school.

They are expected to work on their own, to write regular essays and fulfil coursework, and generally to take something of an initiative in

their own education. In front of the student not ready for this experience there opens up that most terrible pit of boredom, the text-book trap.

One or two text books are of course necessary in any subject. But anyone who has worked in an academic library and seen, day after day, 50 students all reading the same book, and not only the first years, know that the trap is not a fiction.

Nor will they be in any doubt that it is a waste of the library, one of the more expensive resources of a polytechnic. Librarians can try to point students towards other sources - for example, the periodical article on the right subject and the Government report that will give him the right background.

The vast majority of students do not know that such things exist, so they do not ask - they have fallen into the text-book trap.

The way out of the trap is not for the student to be pointed to every

possible avenue of worth, it is through the accurate use of a library, which is the resource designed for the job. The librarian has provided a range of materials to support and enlighten the main areas of study, to breathe a bit of life into the study.

But there is a problem, which is simple to surmount, but often fails to be over come. It is as though there were a kind of barrier between the reader and the information he is after. That barrier consists of the very things that are designed to lead him to the right book or periodical article.

The catalogues, indexes and bibliographies are all showing him the way out of the trap, but by their very nature confirm him in it. Catalogues and bibliographies are not the most interesting of documents, but they are the means by which the student will turn from a passive receiver of information into an explorer of the subject.

One further point, as more and more professions turn towards degree entrance, or raise the academic standards of their qualifications, the

education that they engender is polytechnic and colleges become more generalised, and includes many secondary studies.

Wherever examined courses are seeking to take over the role of "years in the profession", those courses will be complicated and include many subjects. It is on these courses that reading in a subject to supplement the limited amount of lecture time becomes important, and the proper use of the library becomes essential.

Yet it is precisely those students who are arriving on these somewhat over-full vocational courses who are using the library most difficult. The solution must lie in part in schools, and with sixth-form education. Certainly the student can tell himself he gets to college to pick up the necessary skills, but if when he arrives he knows how to assess, to back from the contents pages and the introduction, and how to get the meat out of a periodical article quickly and easily - in a word, if he is already a library user - he will find his job much easier.

Caught in the middle

by Nick Thomas

The Police by Bob Fromer. Cassette and filmstrip, with notes. Mary Glasgow Publications Ltd, 140 Kensington Church Street, London W8 4BN. £16.00 + VAT.

If ever there was a time to discuss in schools the role of the police, it is clearly now. Bob Fromer's tape and slide kit is a good, clear and honest basis for such discussion, neither pulling punches nor pushing a packaged ideology. Its central theme is balance. "Police in a democratic society are required to maintain a balance between freedom and security, license and restraint." The kit is concerned both with whether this goal is possible; and with whether the police are pursuing it in the best available way.

As is now well known, a new approach to the problem - or a return to an old approach - is being pioneered by John Alderson, Chief Constable of Devon and Cornwall, with his emphasis on "community policing" to build up a mutual trust and personal relationship between police and public: a village atmosphere, even in the inner city, which shows all prevents crime from occurring in the first place. This kit uses photographs and interviews from Alderson's force, and quotations from the Chief Constable himself, as its core.

To give context to Alderson's initiative, the kit outlines (perhaps too briefly) the history of the British police, and the ways in which methods have changed to reflect and



confront changes in society. It looks in particular at the violent events of Lewisham in 1977, when demonstrators halted a National Front march (the kit was compiled before the recent wave of "riots"); and asks if there is any acceptable way to avoid such confrontations. How can the police cope with their experience of being "caught in the middle", rather than operating as a successful balance? Is violence on the part of the police themselves - or at least, heavily-handed and biased policing - partly responsible for the escalation of conflict? Are the police sufficiently representative of the range of class, race and culture which our

society offers?

The Police makes no attempt to answer these questions, though its partiality to Alderson's approach comes through clearly. But it poses them thoughtfully, with the help of good photographs illustrating the whole range of police work, the everyday and undramatic as well as headline-grabbing sieges and street battles. Essentially, the kit emphasises the complexity of the issues, the subtlety of the distinctions; and this is what is chiefly needed. The accompanying Teachers' Note offers good advice and suggestions for ensuring discussion and work in the classroom.

Testing, testing . . .

by Andrew Rothery

Group Mathematics Test (2nd Edition) D. Young Hodder and Stoughton Specimen Set: £1.50 Manual: £1.25 Tests: Form A and Form B, £1.50 each per 30 copies

The GMT is designed for older infants and younger juniors in primary schools, though its use can be extended to older less-able pupils. The test consists of 30 oral questions and 30 computation sums, and would take about 25 minutes to administer to a class. Pupils are equipped with both sides and the teacher's booklet contains the oral questions.

Each question asked by the teacher relates to a picture on the children's answer sheet. For example, one picture shows some sweets and the teacher says "The sweets. How many children can have two sweets each." The problems involve multiplying and dividing with small numbers in practical contexts. There

are a few questions on shape, tens and units and time; and some problems include the use of halves. The computation questions are printed on the paper and cover addition and subtraction only in the form "25 + 95 = ", "12 - 3 = ", "97 - 21 = ".

A second test (Form B) with similar questions can be used as a second opinion or as a follow-up test.

Though limited in scope, such tests can provide useful information and can be helpful in diagnosing areas of difficulty. The test booklet gives a method of converting the test results into a sort of mathematical IQ rating, and also into a "mathematical age". This kind of analysis can give a general impression of a pupil's achievement but must be handled with great care. The Mathematics Quotients were calibrated on a sample of 1064 infants, 613 first year juniors and 630 second year juniors from schools of known characteristics. This is not a test based on a direct collaboration with a large sample of pupils nationally. Nevertheless it can provide some guidance and can be used as a component alongside other assessments and progress checks within a school.

Letter

Sir, - In his survey of publications on the use of calculators in the TES of September 18, Peter Connah regretted the absence of "a complete mathematics course written with the effective and efficient use of a calculator as an integral part". Our company is about to fill this need. We are aware of the fast increasing use of calculators in schools, and have been developing an entirely new integrated system which assumes a major role for the calculator in the

teaching of secondary school mathematics to 11 to 16s and integrates modern and traditional methods.

The Integrated Mathematics Scheme is devised by Peter Kaner, formerly an inspector of mathematics for the ILEA. It will be published next April.

ROBIN HYMAN, Chairman, Bell and Hyman Publishers, London.

Fitting in with the family

High standards and motivation characterize Hatfield Polytechnics degree course designed to accommodate parents. By Catherine Munnion

"Married women represent a relatively untapped source of potential talent," says a leaflet about the NOW (New Opportunities for Women) course, which is run by the School of Social Sciences at Hatfield Polytechnic. One of the talents discovered, and being developed by the polytechnic is for study, and the degree course in contemporary studies, custom built for mature students with family commitments, has proved by the magnificent results achieved by its graduates that many women can benefit from the opportunity it offers.

Why should women, with husbands, children and homes to look after want to complicate their busy lives with books, essays and lectures? Many, of course, would not choose to do so, but for some, particularly when the hurdles of the early years with small children are over, study offers a new dimension in the present and the possibility of a career in the future.

It was this realization of the part needs of women with young children that led Ruth Michaels, Tutor for Continuing Educa-

tion at the Hatfield Polytechnic, to design and carry through the degree and honours degree in contemporary studies, which was approved by the Council for National Academic Awards in 1974.

An important factor was the hours of attendance. Most women preferred part-time day attendance to evenings and flexibility of days and hours to fit in with family life. The first requirement therefore was a timetable that fitted all lectures and seminars into the hours between 10 am and 3 pm, which, with children at school most women can manage. In addition, attendance is necessary on only three days a week.

Flexibility, in fact, is the key to the success of the scheme, not only in relation to hours of attendance, but also of entry qualifications, rate of study and choice of subject.

Students are selected by interview, and those without A-levels or professional qualifications are given an essay to write. This enables tutors to guide applicants into preparatory courses; where it is thought that these would be helpful. The degree course is structured to enable stu-

dents to have some control over the pace at which they work.

The most intensive rate allows for an honours degree in four years, but students may choose to work for a degree without honours in the same period, continuing, if they wish, to the higher qualification in an additional year. (If the course cannot be continued for any reason, work done in two or three years is eligible for certificates, and more advanced study can be resumed later.) There is also a considerable choice of studies, only about 30 per cent of the course content being compulsory.

In practice, this carefully planned scheme works well and the drop-out rate is small - only five or six out of a typical annual enrolment of about 30. Students are enthusiastic and, once started, develop a will to continue that sees them through the traumas of essay-writing and exams.

Typically, there is a strong feeling well-intentioned rules are imposed, like no study in the evenings or at weekends unless children are in bed or husbands out. As pressures build up, of course, such

rules are not easy to carry out, and inevitably feelings of guilt and tension arise. Husbands are generally encouraging, but - like working women - students are very aware that they must stay on top of everything, for if tensions build up the family suffers.

If money is not a problem, study has many advantages over a job while the children are young. College holidays, for one thing, are longer than school holidays generally, and the long summer holiday becomes a treat for mother as well as the children. Even hated household chores become enjoyable and therapeutic after struggling with exams. But for those who need financial help, there is a difficulty at present, as discretionary grants cover less than 10 per cent of the cost. Next year it is hoped a full-30 course will be introduced, which will be eligible for a full grant.

The content of the course has been planned to give students an understanding of contemporary societies, to provide breadth of study rather than specialization, and to enable graduates to seek careers in a variety of fields. Compulsory courses include studies of the scientific and industrial revolutions and contemporary political systems. In the final

two years students specialize in one of four options - social, European, urban and regional studies, or modern literature. There is a wide choice of additional courses, including those in modern languages.

Most students enter the course without firm ideas of what they want to study and appreciate the broad structure which enables them to tackle subjects they would normally have thought of as some which were difficult, as well as some which were a natural appeal. Contemporary studies may be difficult to explain to your contemporaries, and laughably labelled "temporary studies" by amused males, but the course clearly achieves its aim of helping students to have a better understanding of the world they live in.

Last year, from 26 graduates there were two First Class Honours and nine Upper Second Class Honours. Of the six students who took degree courses, three had come from non-degree backgrounds.

Ruth Michaels says that colleagues who were initially sceptical of degree schemes primarily geared to the needs of married women have become increasingly enthusiastic over the years.

Lily's pamphlets

Dorothy Bic reviews a situation comedy

COMMUNITY EDUCATION

The Seven Setbacks of the Setbacks Mondays, 6.25-6.35 pm Thames. Help programmes.

The accident-prone Setbacks are back. This time they're homeless and squatting in the Thames Television Help studio, a circumstance that lends comic absurdity to their problem. Though after all, don't sit-com families generally inhabit television studios?

Fortunately, what is absurd is not so much that the Setbacks are a bunch of feckless, working-class stereotypes, permanently bemused and unable to cope with the world, as that it's the world that's well-nigh unrecognisable, so beset with absurd catch-22 laws and regulations that it's a veritable minefield to anyone not on their toes - unlike Lily Setback, with her straw shopping bag stuffed full of useful pamphlets.

But Lily's pamphlets do not always save the day. Far from it. In episode one, the supremely capable Sylvia, now promoted into a more responsible job and supporting her invalid husband and baby daughter, discovers that she's paying more tax than her dad, who's on the same wage but has fewer dependants. Instant recourse to the relevant pamphlet does indeed produce the information that a married woman's tax allowance is substantially lower than that for a married man. But no sooner is this outrageous disclosure made than Barry arrives, breathless with news of Cran's arrest, and the programme ends on a cliff-hanger formula clearly

lifted from that well-known cult comedy series, *Soap*.

Like *Soap*, *The Setbacks* does a nice job of overturning the stereotypes and conventions of sitcom either by reversing them or by stretching them to the point of the completely ridiculous. Women, the perennial butt of the genre, come off better this way. Episode two has gran on the run from the law, while sensible Lily determines the ins and outs of the individual's rights when confronted with arrest, or with the unenviable liberties taken by the Mr Plod character who arrives and starts to search under the cushions without a warrant.

Episode three sees the Setbacks attempting to deal with the problem of homelessness: the man from the council who pronounces them intentionally homeless, and a tenancy agreement that's not all it seems. Meanwhile Barry and his girlfriend have had a row and cancelled their holiday in Minorca, leaving the audience with the usual number of dramatic questions to be answered.

The row, it transpires in episode four, is about job status, and thereon hangs a tale of unequal pay. Episode five has Sylvia's husband threatened with the loss of his invalidity benefit, despite multiple disabilities as the result of an accident. On the evidence of these five entertaining episodes, *The Setbacks* should have a good deal of success in the difficult task of encouraging viewers to acquaint themselves with their rights and status as taxpayers, tenants, claimants, consumers and employees.

Refugees and exterminators

by Victoria Neumark

FILMS

Footnotes to a War 15 mins. Colour, sound For hire or can be bought for £135. Island at the Edge 26 mins. Colour, sound For hire or can be bought for £240. Educational Media International, 5 Bolleau Road, London W5.

"Even a full belly cannot satisfy the hunger of a refugee in transit" explains the Vietnamese narrator of *Footnotes to a War*. Over a million people in South East Asia are refugees. For most of them, flight was no salvation.

Against the beautiful wet green landscape of the Thai monsoon, the men, women and children huddled together in a refugee camp pass their days splashing listlessly in the mud from supply boat to home hut. Even if they could forget that their country is on the far side of a river which they may never cross again, their opportunities are limited. News of a transfer is awaited more eagerly than anything ever was in the life before. Whilst the narrator - a camp medic - more typically remains in Thailand, the film also looks at the lives of two other South East Asian refugees who have been resettled. The delicious girl Ping in West Germany is shown quickly picking up German in primary school.

For a young woman living in the snowy wastes of Canada the "sorrow as well as joy" are even more acute. Working in a textile factory or walking the streets, her wistful thoughts "Some day I shall be able to talk to other people here and be just like everyone else" should bring home to a school audience the special social difficulties of the refugees.

These are the problems of the lucky ones. For most of the South East Asian refugees, as for most of the more than six million refugees in the world today, the prospect is bleak, at best. Wait. Hope. Wait. This sensitive film conveys that prospect very well.

Island at the Edge ought to be compulsory in all environmental studies timetables. It presents both sides of a really tricky question fair-

ly, and does not shirk disturbing issues.

On Iki Island, a long way south of the mainland of Japan, more than 1,000 dolphins a year have been slaughtered during two consecutive years. Whilst environmentalists all over the world protested, the fishermen were adamant that they had to kill the dolphins to protect their catch. In some sense that is true.

The waters around mainland Japan are so polluted that fishing is impossible. There are so many fishermen on Iki Island that only hand-line fishing is allowed - and yet still the fish diminish, and the dolphins who can find no food in the polluted waters further north, arrive to gulp fish in hundreds of thousands.

This is the fishermen's case, and the film sensitively explores how fishing is not only a livelihood, but freedom and dignity to the fisherfolk.

The other side of the picture, the Western side, has two representatives. There are the idealistic Californians who come to try to scare off the dolphins with sonic waves simulating killer whales' sounds; and there is an adviser to the Australian government who explains what the local fishermen cannot - dare not, really - understand. It is the fish themselves who grow less. Their spawning grounds are in the polluted water, so every year brings fewer adults. The only solutions are fish-farming or de-contamination.

Of course, this sounds very sensible, but fish farming is not the same as fishing to the proud Iki Islanders, and decontamination is up to a faraway government. In the meantime, the local government offers a bounty of \$1000 for every dolphin, the fishing boats are so numerous that they cover the water - and scarce fish fetch a higher price.

Showing the fishermen as real, anxious people, the film does a great service. Everyone knows how beautiful dolphins are, but is it not also beautiful to take your children for walks in the island you have loved all your life?

That these things need not and should not be in opposition is the real tragedy of Iki Island and, one which the film does not state.

Monitored aliens

David Self reviews a remedial language series

ETV

Walrus: After Four BBC. Fortnightly, Thursdays 2.40 pm. Repeated in intervening weeks Tuesdays, 11.17 am.

You bought the book, you bought the accompanying loose-leaf file (you may even use it), and now, ten years later, you have available what might be described as the television version of the Schools Council *Language in Use* materials.

Walrus is an acronym for Writing And Listening, Reading, Understanding, Speaking. It aims to develop literacy and oracy, an understanding of the elements and functions of language, an awareness of register, an appreciation of accent and dialect and a realisation of the need for "correctness". All this is meant to happen in five programmes intended for slow learners in the 11-13 age range.

The format is what the teachers' notes describe (with scant regard for the trade descriptions act) as an adventure story. Called "After Four", it tells how three second year remedial pupils enlist the help of an older boy, Ranjit, to make a television programme in their school's closed circuit studio. Once inside, the door locks and two aliens materialise on a monitor.

From then on the plot consists mainly of conversations between the children and the aliens, in which the former struggle to answer naive questions from the latter. No-one ever seems to question why an alien who can master the complicated task of knitting only a few seconds after being given a few spectacularly incoherent instructions, should need to ask what language is for.

But the cracks of the plot are small when set beside dialogue, and one's heart bleeds for the young actors saddled with such stilted lines. One is equally sorry for the producer, who appears to have been crippled with a totally inadequate budget. There are moments when *Walrus* looks as though it was made with only the resources available in the average school CCTV studio.

Bearing in mind these restrictions, and the nagging doubt that surely not all that many teachers want an analytical language series for remedial pupils, it is very tempting to dismiss this series. A paragraph in the teachers' notes mentions that the series is "envisaged as a vehicle for revealing to pupils the extent of this knowledge about language, in the belief that this will promote awareness and increase self-confidence". This worthy aim is well worth pursuing, but the pursuit requires a better script and far more facilities.

Briefings

Radio and tv For schools

Good Health (Monday, 11.05 ITV)

Having seen what damage the Sweet-Tooth causes, 8 to 12 year olds set about taking care of their teeth. "White Ivory" shows how to detect and deal with plaque. *Deutsch für die Oberstufe* (Monday, 11.40 VHF 4)

A new programme to give students forms practice in listening comprehension. Three sequences in different registers are used as the basis for exam-type questions. *Seeing and Doing* (Tuesday, 11.2 Thursday, 10.09 ITV)

Six and seven year olds prepare for Halloween with a programme of "Magic and Mystery". They make spells, pumpkin lanterns and much, and learn the real meaning of Halloween.

Introducing Science (Tuesday, 11.40 VHF 4)

Why do we get hungry? What are the functions of food? 9 to 12 year olds investigate and divide food into different groups. *Dés le Début* (Tuesday, 14.14 BBC 1)

The last programme in this series designed to support the teaching of basic language skills. 11 to 13 year olds find out how to buy things and how to talk about themselves.



Michael Ayrtun's sketch of Dylan Thomas. 1945. National Portrait Gallery.

English (Tuesday, 14.30 BBC 1)

A documentary film about the life and work of Dylan Thomas. Concentrates on events and places from his childhood, and shows how he used them in his writing. *How We Used to Live* (Wednesday, 11.39, Friday, 9.47 ITV)

"Goodnight Children Everywhere" recreates for 9 to 12 year olds the atmosphere of evacuation during the early stages of the War, particularly the way families prepared to receive young guests.

The World of Work (Wednesday, 14.20 VHF 4)

"Talk Yourself into It" is a comedy about a girl applying for a job. 13 to 15 year olds are meant to learn from her mistakes. *Our Changing World* (Thursday, 11.40 VHF 4)

14 to 16 year olds begin a unit on "Finite Resources" by looking at iron ore in West Africa. Takes Stuart Leone and shows how the depleting quality of the ore deposit affects the people's lives.

Continuing education

Embroidery (Sunday, 13.25 BBC 1)

Anyone who can thread a needle can learn to embroider. Jan Bennett explains her theory, demonstrates basic skills and gives instructions for making cushions, rugs, picture frames. *The Self-Help Society* (Sunday evening, BBC 2)

Five films to illustrate the concept of self-help and mutual aid in areas such as housing, health and employment.

The African Middle Ages 1400-1800. By Roland Oliver and Anthony Atmore. Cambridge University Press £15.00. 0 521 23301. £5.50. 29894 6. *Africa Since 1800*. By Roland Oliver and Anthony Atmore. Cambridge University Press £17.50. 0 521 23485 9. £5.95. 29975 6.

These two volumes are the second and third of a trilogy of which *Africa in the Iron Age* by Roland Oliver and Brian Fagan is the first. *The African Middle Ages* is a new volume whilst *Africa Since 1800* is rather remarkably a third edition of an original volume published in 1967. The putative audience they are aimed at comprises the intelligent sixth former, first year students and a lay public hungry for knowledge; the language is seldomly recondite and the explanations are restrained and comprehensible. Taking on an entire continent's history is a brave task for only three men and the result is an accessible trilogy which is desperately needed. Oliver and Fagan's earlier Penguin *Short History of Africa* whose first edition dates back almost twenty years remains a forbiddingly dense read which needs to be taken in thin slices like rich paté. Robin Hallett's *Africa to 1875* (1970) and *Africa Since 1875* (1974) are much more fleshed out skeletons but disfigured by a rather uneven quality in terms of regional coverage. P.D. Curtin, S. Frierman and J. Vansina's *African History* (1978) is, in parts, an intellectual tour

The 'specialness' of Africa

de force but demands a good deal of specialist knowledge to put alongside what is very frequently exciting and adventurous general analysis. And lastly John Fage's *A History of Africa* (1978) stands as one of the best single volume treatments.

Of all these works, the two by Oliver and Atmore are strikingly the most accessible for the general reader, the least pretentious and the least contentious. Their ambition appears to be the modest one of collating in narrative form what is known about the facts of African history. A reader should not expect from these pages sustained analysis for he will be disappointed. Their analysis is unobtrusive and implicit in terms of the selection of those facts and the neglect of others. Above all the two books very usefully both periodize and establish an historical geography for a continent in which both processes are absolutely vital necessities before undertaking more detailed study. Both titles are full of useful if rather ugly maps which serve the text admirably. The maps are ugly not for any cartographical or even aesthetic reason but because there are no margins around them, so they appear to drip off the page rather disconcertingly. Lastly the authors must be thoroughly congratulated for taking Africa seriously as a continent. Very

few African histories take North African history seriously, and since much of the best secondary material remains in French, their unremitting attention to this end of the continent is especially useful.

Praise is therefore due in large measure. But of course the easy narrative style, the uncontentious unfolding of events carries with it the behind them yet seem unwilling to share that the kinds of problems inherent in traditional historiography. Firstly one gets very little sense of the sources which lie behind their reconstruction. This is not a dilettante point but one very much addressed to the kinds of material upon which such a reconstruction can be based. The fact that early African history can be rebuilt from building blocks made up from the writing of Islamic scholars, the occasional insights of a European traveller or merchant and the oral tradition of African ruling groups makes for a rather poor sort of account. It is a historiography that is strong on political history and short of social and economic dimensions. The authors cannot of course be blamed for this but they inadequately point out that their time-machine has a limited number of port-holes and some of them have frosted glass in them.

Secondly I discern very little sense of place.

endpage

I find this odd in that much of Oliver's scholarly writing is very sensitive to environment. But a student trying to discover what places felt and looked like in the past will not have that appetite catered for. This is all the sadder for both authors have huge African mileages with readers for whom Africa will continue to have a kind of fatness to it. The last criticism unites the first two; this account is very coy about the "specialness" of Africa. A straight narrative account leaves little place for the exotic quality of Africa for those who cut their teeth on Tudors and Stuarts. It would have made for a richer series if more comparative play could have been made of, for example, the absolute centrality of kinship in African history. Similarly without a slightly more detailed treatment the general unimportance of land as an issue of contention between pre-colonial states does not emerge with any clarity. Africa is not a hotter Europe with a pre-literate population but a continent with a rich and very different history which is its fascination. Many of the old tools of analysis, categories like Church and state, become unenlightening in Africa and it is hard to get a real feel of this fundamental difference in these volumes.

A sensitive teacher will of course use these books in ways that will enable him or her to pad out the lean but essential outlines Oliver and Atmore have provided us with. Certainly any attempt to avoid the frame-work building they do so very well would be disastrous.

Richard Rathbone

Words from the space capsule

John Eggleston on two new training blockbusters

A Sociology of Educating. By Roland Melhau. Holt, Rinehart and Winston £3.95. 0 03 910289 0. *Perspective on Classrooms and Schools*. By Louis Cohen and Lawrence Manion. Holt, Rinehart and Winston £3.95. 0 03 910290 4.

The teacher training industry is in much publicized decline; the slide in student numbers can only accelerate through the next eighties. So when two new, massive and expensively produced tomes specifically aimed at just this market appear it is clear that someone's research unit have worked overtime and come up with compelling arguments.

Some of the reasons are obvious. Inspired by the huge success of Chubb's blockbuster in educational psychology Holt, Rinehart and Winston may well have been convinced that the waning book buying enthusiasm of British students (and their tutors) may be reactivated by offering one-shot books for courses, thereby taking the bread from less sharp-eyed publishers. And as every economist knows the rewards of market, finally, there is always a chance that a British book, suitably stripped of a preponderance of British terms may make the international hit parade.

So far so good. But the product has to be right and the two volumes seem unlikely chart material. The first, *A Sociology of Educating*, is as the author concedes, idiosyncratic. "Any selection of the concepts of a book is somewhat arbitrary," those selected by the writer are: the hidden curriculum, ideologies of education, chances... The book "begins with a light-hearted taste of sociology to give something of the flavour of the approach to thinking about society, and then gives three sociological accounts of topics unrelated except in their tendency to be provocative. These topics are assessment, the pupils' viewpoint and the teacher as a victim." There is a middle section on sociological theory followed by an extensive treatment of four further "arbitrarily chosen" concepts - labelling and gender, social class, minorities and educational alternatives.

How does the diverse 400 page collection of components hang together? The author characterises his work by an interactionist perspective. He has no difficulty in arguing the case for interaction as an underlying feature of sociology but he underestimates the extreme difficulty of using this as a basis for a student range of studies so vast that beginning students are likely to feel shell-shocked. And a desire to be fair means that the authors offer little guidance to help the student differentiate between Eysenck and Hallpike, Garfinkel and Rutter and a multitude of others.

But the authors have one technique for which students and tutors will be grateful. There are well over 100 "boxes" in the text which summarize and highlight aspects of the argument. Colleges adopting this volume should be prepared for a substantial increase in their photocopying bills in the coming year.

Apart from their individual strengths and weaknesses however both volumes seem to suffer from two major problems. The first is that they are, for the most part, written in the rather distant space capsule occupied by many educational writers. The examples of education and classrooms and schools, though abundant, often show a strange lack of linkage with present day realities. The economic problems and falling roles of most educational systems are scarcely mentioned nor are the high levels of unemployment faced by school leavers. Current problems of assessment and standards attract slight attention; the agonies of assessment of performance go unmentioned. Consideration of multi-ethnic teaching is a shining exception. In both volumes, though even here much of what is presented is somewhat peripheral to current problems such as, for instance, the plethora of detail on such issues as "touching" presented by Cohen and Manion.

But perhaps the great problem is that neither volume lays down a coherent course for which it may be used; the idiosyncratic selection of the authors, even though backed by specimen questions, summaries and further reading are unlikely to form a substantial course of initial or in-service training.

All this is sad because within both volumes one or even two excellent books are trying to escape. They are based upon a simple but important message that schools matter, that teachers matter and that with help they can matter more. Now a pair of books that could handle this message eloquently and effectively really would be worth publishing.

This is a commendable objective in view of the attrition wreaked by the warring factors over the past

Heroic enterprise

A History of Education in the Twentieth Century World. By W. F. Connell. Curriculum Development Centre, Canberra, Australia. 0 642 96076 3.

The word "world" in this title could be misleading. Professor Connell's canvas is wide, but is far from covering the whole world. Central and South America, Canada, the Eastern European countries, Denmark, Norway, Yugoslavia, and - strangely - his own country, Australia, are among the areas barely mentioned. Substantially, the book is a historical study of twentieth century education in England, France, West Germany, Italy, the US, the USSR, China, Japan, and some of the ex-colonial countries in Africa. Within these limits it is a rich mine of information.

Professor Connell divides his 75 years into three parts: Educational Awakening (c. 1900-1916), Aspiration (1916-1945), and Reconstruction and Expansion (1945-1975). In the first he emphasizes the trend from intellectual to social efficiency propagated by "progressive" educators, to whom he gives considerable space.

In the second he gives prominence to educational developments in the Soviet Union between 1917 and

1940. There are also illuminating chapters on the "Totalitarian Interlude" in Germany, Italy, and Japan, and on education in China, India, and African colonial territories. Post-war reforms in France, Germany, and England get their due. (Sadly, Scotland is omitted).

In Part Three Professor Connell arranges his story around the three main groups of countries that emerged after 1945: the western democratic nations of Europe and America; the communist bloc of the USSR, eastern Europe, and, for a while, China; and the third world, aligned with neither of the other groups and consisting mainly of the newly independent countries and the Arab world.

The first group (with Japan) gets most attention, the Arab world none. Professor Connell supplements his text with numerous diagrams, statistical and other tables, and - happy thought - pictures of some 30 eminent educators, together with photos and drawings of schools, colleges, and educational activities. The book will be of great help to students, especially students of comparative education. It is a splendid - not to say heroic - enterprise.

H. C. Dent

Party papers

The Politics of School Government. Edited by George Baron. Pergamon Press. 0 08 025213 3.

George Baron's own contribution to this collection of papers is useful but it has two weak spots. In his "Political Parties and School Government in England and Wales" Baron mentions that a headmaster said few chief education officers have the experience or pedagogic expertise to supervise the professional work of teachers. In the next sentence Baron writes that this headmaster's charge is "admitted by a chief education officer who had written that one of the 'main causes of education's decline' was 'the failure of the education officer with his committee to exercise sufficient supervision over the curriculum'". In inferring that the CEO's statement had anything whatsoever to do with the headmaster's remark. (The headmaster's remark was culled from a paper published in 1977, and the CEO's was made in *Education* 1979.) As they stand in George Baron's text

the remarks are unrelated and merely stringing them together is hardly convincing. All that the CEO has said is that some of his colleagues and their committees have failed to direct - the reasons for that failure have not been given.

Professor Baron gives a good map of where school government came from, where it is now, and where it might go. But the title of the paper has not really become the paper's theme. He tells us what public policies have been made by political parties but he gives no indication, no smell of the real politics of local political party and education politics. What happens, for example, when there is a congruence of membership between the dominant political party (the employer) and the officers or active members of the employees' unions? Such congruence is frequent and has considerable consequences for school government.

The other papers in the book cover school government in Scandinavia, Canada, USA, and several other nations, including West Germany and France.

Peter Dormer

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Nursery Education

Headships

WARWICKSHIRE
Appointment of Head
REDWORTH HEATH NURSERY SCHOOL
Olds Avenue, Redwirth, Nuneaton, CV18 6DP
Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (14 places).
Application form and further details may be obtained from the County Education Office, 100 High Street, Warwick CV4 4AA, to whom completed forms should be returned by 30th October 1981 (15107) 10000

SURREY
INFANT TEACHER urgently required to head a Kindergarten of 4-5 year olds. Position vacant owing to illness.
Apply in writing to the Headmaster, Glenhale School, East Horsley, Surrey, (28859) 100026

Primary School Education

Headships

BARNET
LONDON BOROUGH OF BARNET
JOSEPH'S R.C. INFANTS' SCHOOL
Watford Way, Hendon, NW4 4TY
HEAD TEACHER - GROUP 4
Required for April 1982. Post in a Catholic and holder of a Certificate of Fitness for the post.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application form and further details may be obtained from the Director of Educational Services, 100 High Street, Barnet, N4 3JL, to whom completed forms should be returned by 30th October 1981 (28859) 110010

Other Appointments

BARNET
LONDON BOROUGH OF BARNET
HOLLINGWOOD J.M.I. SCHOOL
Hollington Road, Friern Barnet, N10 5JL
Required for January 1982. Nursery Teacher Scale 5.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application form and further details may be obtained from the Director of Educational Services, 100 High Street, Barnet, N4 3JL, to whom completed forms should be returned by 30th October 1981 (28859) 100026

BRENT
LONDON BOROUGH OF BRENT
WOLVERHAMPTON JUNIOR MIXED INFANTS SCHOOL
Deans Road, Wembley, HA9 4RQ (Roll 455)
Head Teacher (Group 6)
Application form and further details may be obtained from the Director of Education, 100 High Street, Wembley, HA9 4RQ (Roll 455) (15107) 10000

BERKSHIRE
COLEY PRIMARY SCHOOL
Wolsey Street, Reading RG1 2P
N.D.R. 200 (+10 P.T. and 40 P.T. Nursery Class)
Required for 1982. HEAD TEACHER (Group 4)
Application form and further details may be obtained from the Director of Education, 100 High Street, Reading RG1 2P (15107) 10000

BUCKINGHAMSHIRE

WYCOMBE DIVISION
SPRING GARDENS COUNTY MIDDLE SCHOOL
Pinnons, High Wycombe, Bucks.
Head Teacher (Group 4)
Application form and further details may be obtained from the Director of Education, 100 High Street, High Wycombe, Bucks. HP12 3BA, to whom completed forms should be returned by 30th October 1981 (28859) 110010

CORNWALL
EDUCATION COMMITTEE
LIBRARY COUNTY PRIMARY INFANTS' SCHOOL
West Street, Liskeard, PL14 6BP
Required for April 1982. Head Teacher (Group 4) (15107) 10000

CUMBERLAND
COUNTY COUNCIL
MOOR HILL PRIMARY SCHOOL
Moor Hill, Cumbria
Required for January 1982. Head Teacher (Group 4) (15107) 10000

DEVON

Please see displayed advertisement on page 45 (15107) 110010

HAMPSHIRE

SWAYTHLING FIRST AND MIDDLE SCHOOLS
Kingsfield Road, Southampton SO2 8AA
Head Teacher (Group 4)
Application form and further details may be obtained from the Director of Education, 100 High Street, Southampton SO2 8AA, to whom completed forms should be returned by 30th October 1981 (28859) 110010

HUMBERSIDE
EDUCATION COMMITTEE
ST. ANDREW'S C.E. (Voluntary Aided) PRIMARY SCHOOL
Group 1, NCR 200. Age range 5-11. Including 60 part-time nursery places.
The Governors would welcome applications from suitably qualified teachers.
Application form and further details may be obtained from the County Education Officer, 100 High Street, Humberside, to whom completed forms should be returned by 30th October 1981 (28859) 110010

NORTH YORKSHIRE

COUNTY COUNCIL
Application form and further details may be obtained from the County Education Officer, 100 High Street, North Yorkshire, to whom completed forms should be returned by 30th October 1981 (28859) 110010

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools:
BURY ST. EDMUNDS, EASTGATE C. OF E. CONTROLLED PRIMARY SCHOOL
Group 1, Ages 5-8
Sited in this historic market town.
BURES C. OF E. CONTROLLED PRIMARY SCHOOL
Group 2, Ages 5-8
Picturesque village on River Stour (Suffolk/Essex border).
IPSWICH, CASTLE HILL INFANTS' SCHOOL
Group 4 - provisional, Ages 5-7
The Headship of the school, situated on the Northern side of the town, has been provisionally assessed Group 4 but there is a possibility that it could be Group 5 from Easter 1982.
Further details and application forms available from the County Education Officer, Grimwade Street, Ipswich (i.e.s.s. please), to be returned by 30th October 1981.

Suffolk County Council
15/11/81/00/00

NORFOLK HEADS

required for
CLIFF PARK INFANTS (to become First) School, Gorleston, Great Yarmouth (Group 4)
GREENACRE INFANTS (to become First) School, Great Yarmouth (Group 3 to become Group 4)
SOUTHTOWN FIRST SCHOOL, Great Yarmouth (NEW SCHOOL) (Group 4)
Application forms and further details from the COUNTY EDUCATION OFFICER, Room 32, COUNTY HALL, NORWICH NR1 3DL on receipt of a stamped, addressed envelope.
Closing date for applications - 30th October, 1981.
15/11/81/00/00

SURREY COUNTY COUNCIL

*FRINGE AREA ALLOWANCE OF £213 p.a. THROUGHOUT THE COUNTY
*Generous Relocation Assistance in approved cases
*Assistance with Temporary Housing may be available
*Complete 'Surrey Vacancy List' available on request (see please)

HEADSHIPS

ST. STEPHEN'S C OF E FIRST AND MIDDLE SCHOOL
South Godstone
HEAD TEACHER required January 1982 for this Group 4 First and Middle school for pupils aged 5-12. Estimated salary scale £9,501-£10,500 p.a.
Applicants expected to be members of the Church of England.
Application form and further details available from (see please) County Education Officer, (TP/PEB), County Hall, Kingston-upon-Thames, KT1 2DJ.
Closing date: 30 October 1981.
15/11/81/00/10

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OVERSEAS APPOINTMENTS CONTINUED

OVERSEAS
DEVELOPMENT
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BOTSWANA

Teacher of Woodwork and Technical Drawing

To teach up to Cambridge Overseas School Certificate (O-Level) and to assist with curriculum development programmes; to be responsible for purchasing equipment and materials, and for maintaining tools; to contribute fully to extra curricular activities and to undertake boarding duties as required. Applicants up to age 55, should have a recognised technical teaching

qualification and at least 2 years experience of teaching woodwork and technical drawing up to 'O' Level standard. Only single candidates or married candidates without children of primary school age will be considered for this particular post. Ref. RC203/18/058

Secondary Education — Mathematics

To teach at secondary level up to Cambridge Overseas School Certificate (O-Level); to contribute fully to the extra-curricular activities of the school; to undertake boarding duties where required. Applicants up to age 55 should have a degree in Mathematics or allied subject and a post-graduate certificate in education. Non-graduate teachers with suitable

experience will also be considered. All applicants should have at least 2 years experience in teaching secondary Mathematics to GCE 'O' Level standard. Only single candidates or married candidates without children of primary school age should apply. Ref. RC203/18/057

Secondary Education — Science

To teach Science at the secondary level up to Cambridge Overseas School Certificate (O-Level) and to contribute fully to the extra-curricular activities of the school. Applicants up to age 55, should have a Degree in a Science subject and a post-graduate certificate in education although experienced non-graduate teachers will also be considered. At least 2 years experience in teaching secondary Science to GCE O-Level

standard is required. Applicants should be able to teach at least one but preferably two of the following subjects to Cambridge Overseas School Certificate Level: Biology, General Science, Human and Social Biology, Physical Science, Physics. Only single candidates or married candidates without children of primary school age will be considered. Ref. RC203/18/058

Primary Teacher Training — Science

To teach general and integrated Science up to about GCE 'O' Level standard and to provide training in the teaching of Science throughout the full primary school age range; to participate in the professional training of students including the preparation and supervision of teaching practice; to contribute fully to the extra curricular activities of the college including those appropriate to a residential college. Some travelling in rural areas may be involved. Applicants up to age 55 should

have a degree in Education with Science or a degree in Science or allied subject and post-graduate certificate in education. Non graduate teachers with suitable experience will also be considered. All applicants must have at least 4 years experience in teaching in a primary or middle school or other relevant experience and should also preferably have some experience in full or part-time teacher education work. Ref. RC203/18/059

Primary Teacher Training — Mathematics

To teach basic mathematics up to about GCE 'O' Level standard and to provide training in the teaching of mathematics throughout the full primary school age range; to participate in the professional training of students including the preparation and supervision of teaching practice; to contribute fully to the extra curricular activities of the college including those appropriate to a residential college. Some travelling in rural areas

may be involved. Applicants up to age 55 should have a degree in Education with mathematics or a degree in mathematics or allied subject and post-graduate certificate in education. Non graduate teachers with suitable experience in teaching in a primary or middle school or other relevant experience and should also preferably have some experience in full or part-time teacher education work. Ref. RC203/18/060

Appointments for all the above posts 30-36 months. Graduate salary in range £5,916-£10,308 pa which includes an allowance, normally tax free, range £1,448-£4,188 pa. Non graduate salary in

range £5,728-£10,007 pa which includes allowance, normally tax free in range £2,724-£4,422 pa. Terminal gratuity of 25% per annum of basic salary.

Other benefits include free family passages, children's education allowances and subsidised accommodation. An appointment grant of up to £300 and an interest free car purchase loan of up to £2,400 may be payable in certain circumstances. Superannuation

rights may be safeguarded. Applicants should be citizens of the United Kingdom. For full details and an application form, please apply quoting AH389/J plus particular ref. clearly stating post concerned, giving details of age, qualifications and experience to:-



Recruitment Executive,
OVERSEAS DEVELOPMENT ADMINISTRATION,
Room 361, Abercrombie House,
Eaglesham Road, East Kilbride,
Glasgow G75 8EA.

HELPING NATIONS HELP THEMSELVES

TES48/09/00

OMAN

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Does your present employer's experience and expertise match your qualifications and ability? Airwork Limited has over 50 years' experience in providing technical support and training expertise to public and private organisations in the aeronautical and associated fields. We employ about 3000 people across the world. In Britain we have our own ARELS-member language school.

We have EFL Teacher vacancies in our Technical Training Institute near Muscat, where our teaching standards are reflected by the high quality of the educational hardware and software used. You possess a TEFL Certificate awarded after a long-term course and/or several years' EFL experience, including use of language laboratory equipment. Benefits will match your expectations, and include:

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- Free bachelor accommodation with excellent catering
- Good UK leave entitlement (with paid passages)
- Free medical attention
- Free personal accident insurance

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Christchurch, Dorset BH23 2BB
Limited
TES48/09/00

ST. ANDREW'S SCHOOL
NASSAU, BAHAMAS

An independent, all age, co-educational and international school catering to a Bahamian and international student body. The school is housed in extensive modern buildings on a 30 acre site. Temporary teachers required for Easter 1982.

Two Temporary Teachers

Are Needed in the Upper School (Forms I-V and Grade 12) For a period of one term (April to June) to substitute for two teachers who will be on pregnancy leave.

1. Teacher of Biology
2. Teacher of Geography

Both posts involve teaching the subject for the GCE 'O' Level examinations (University of London) and only teachers with at least four years recent experience at this level should make application.

The salary for the period will range between £42000 to £45000 dependent on qualifications and experience and according to established salary scales. Airfare to and from the place of appointment will be paid. There is no income tax in the Bahamas and the current rate of exchange is approximately £1 Sterling to 1.8 Bahamian Dollars.

Teachers with the required experience and with professional qualifications should make application by letter, enclosing a full curriculum vitae, to Mr. T. Close, 22 Sunny Grove, Chaddaeden, Derby to arrive no later than November 7th, 1981.

TES48/09/00

THE ROCKEFELLER FOUNDATION ANNOUNCES
Two International Programmes

at the BELLAGIO STUDY & CONFERENCE CENTRE
Bellagio (Como), Italy

International Conferences — small conferences or working groups focusing on topics or problems of international significance.

Scholars in Residence — an opportunity for scholars to work for approximately four weeks on individual projects. The Foundation provides the facilities of the Centre, located about 40 miles north of Milan, on a competitive basis to residence and conference organizers. It normally does not pay for related costs, such as transportation, of the participants in these two programmes.

For more information write:-

Ms Susan E. Garfield, Coordinator
Bellagio Study and Conference Center
The Rockefeller Foundation
1133 Avenue of the Americas
New York, NEW YORK 10036

TES48/09/00

LONDON BOROUGH OF REDBRIDGE
EDUCATION DEPARTMENTSCIENCE
ADVISER

(Soulbury Scale, Head Teacher Group 8 equivalent plus Outer London Weighting)

Applications are invited from well-qualified graduates with varied teaching experience for the above post. The successful applicant will be expected to take up duty as soon as possible and preferably by the beginning of the Summer Term 1982.

The Authority has a strong advisory team and the Science Adviser will be expected to make a major contribution to its work throughout the Borough's schools. Opportunities will be available for the successful applicant to assume some general responsibilities within the team.

Further particulars and an application form can be obtained from the Chief Education Officer, Education Department, Lynton House, 256/258 High Road, Ilford, IG1 1NN. Closing date 13th November, 1981.

TES48/09/00



EDUCATION DEPARTMENT

GENERAL ADVISER —
MODERN LANGUAGES
(New Appointment)

Soulbury, Head Teacher Group 9 £13,506-£14,631 pa.

Candidates who should be trained Honorary Graduates, should have successful teaching experience in one or more languages to 'A' level. Familiarity with language teaching techniques and projects at both secondary and primary levels is required, together with the ability to advise and develop languages in the Authority's recently reorganised 11-16 Comprehensive Schools and 16-19 establishments.

The successful candidate will also be expected to take responsibility for the languages which the Authority is initiating for East European and non-European languages and for introducing languages at top primary level. Application form and job description from Chief Personnel Officer, Modern House, Mezzan Way, Ashton-under-Lyne, Greater Manchester to be returned by 30th October, 1981.

TES48/09/00

LONDON BOROUGH OF

Ealing

GENERAL INSPECTOR
(SPECIAL EDUCATION NEEDS)

£14788-£15390 (Inclusive of London Weighting Allowance HT Group 9)

The Authority is to appoint a suitably qualified and experienced individual for the important and demanding post. Candidates should have teaching experience appropriate to the life of an educational community. Good salary, according to age and experience, and holidays. Minimum period two years.

Apply with c.v., copy testimonials, photograph (recent), and references to: Mr. J. Hartley, B.Sc., Eng. L.C. Eng. Clerk, Education Officer, London Borough of Ealing, Hatfield House, 78-81 Uxbridge Road, London W5 3SL.

Completed application forms to be returned by 30th October. Please quote Reference ED428.

TES48/09/00

ANNESLEY COLLEGE
Adelaide, South AustraliaHEADMISTRESS/
HEADMASTER

Men and women with significant experience in education and administration, highly motivated and with strong Christian commitment, are invited to apply for the above position. The successful applicant will be responsible to the Council for all College activities.

Anniesley is an independent primary and secondary school of over 600 girls and is related to the United Church of Australia. The College includes a boarding house for secondary students. The location is 2 km. from the centre of the city. Terms and conditions of the appointment are consistent with the guidelines of the Association of Heads of Independent Schools of Australia. Applications close on 30th November 1981. The appointee will commence duties at the beginning of 1983 or not later than the middle of that year. Further information is available from the Chairman, Anniesley College Council, 39 Greenhill Road, Weyville, S.A. 5084, Australia.

TES48

OVERSEAS

continued

LISBON

ST JULIAN SCHOOL
Requires a teacher of 'A' level English and French to head department. Single person preferred. Details and application form please write to: European Council of International Schools, 18 Levens Street, Peterborough, Cambs, CB3 2SW. (21161) 460000

MADRID

KING'S COLLEGE MADRID
Wanted for January 1982 or as soon after as possible - qualified teacher for Mathematics to 'O' and 'A' levels.
King's College is an independent day and boarding school with 750 pupils from 3 to 16 years.
Applications with full curriculum vitae, addresses and telephone nos. of two referees (including present or most recent employer) and a photograph should be sent to the Headmaster, King's College, Avda. de Cervantes, 1215581, Madrid, Spain. (215581) 460000

MADRID

Junior Teacher wanted by English School, 8 years old English children, 5-6 months contract, Feb. - June 1982.
Send c.v. and photo to: Lintox, P.O. Box 7, 14 Red Cliffe Square, Weymouth, Dorset DT8 1JF. (21594) 460000

PORTUGAL

Port. & Eng. exp. Teachers (2) for 1st & 2nd years. (21594) 460000

SOUTH AFRICA

CHIEF GOVERNMENT SOUTH AFRICA
Principal for Agricultural High School sought for 1982-83. Applicants should have 5 years teaching experience and preferably BSc Agriculture. Houses available. To: Abacus Agency, 2 Grosvenor Place, SW1 (no call) (21594) 460000

SPAIN

Young graduates, experienced in English, required for 1982-83. Apply to: 30th June 1982. P.O. Box 10, Marquês de Salamanca 11, Madrid-6. (21521) 460000

SWITZERLAND

Le Rosey, an international boarding school for 1000 pupils, requires for 1982-83 a Headmaster, a Deputy Headmaster, a Director of Studies, a Director of Sports, a Director of Music, a Director of Art, a Director of Physical Education, a Director of Health, a Director of Social Work, a Director of Finance, a Director of Administration, a Director of Maintenance, a Director of Catering, a Director of Transport, a Director of Security, a Director of Legal Affairs, a Director of External Relations, a Director of Internal Relations, a Director of Human Resources, a Director of Information Systems, a Director of Research and Development, a Director of Quality Assurance, a Director of Environmental Management, a Director of Occupational Health and Safety, a Director of Risk Management, a Director of Compliance, a Director of Ethics and Governance, a Director of Sustainability, a Director of Social Responsibility, a Director of Corporate Citizenship, a Director of Stakeholder Engagement, a 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